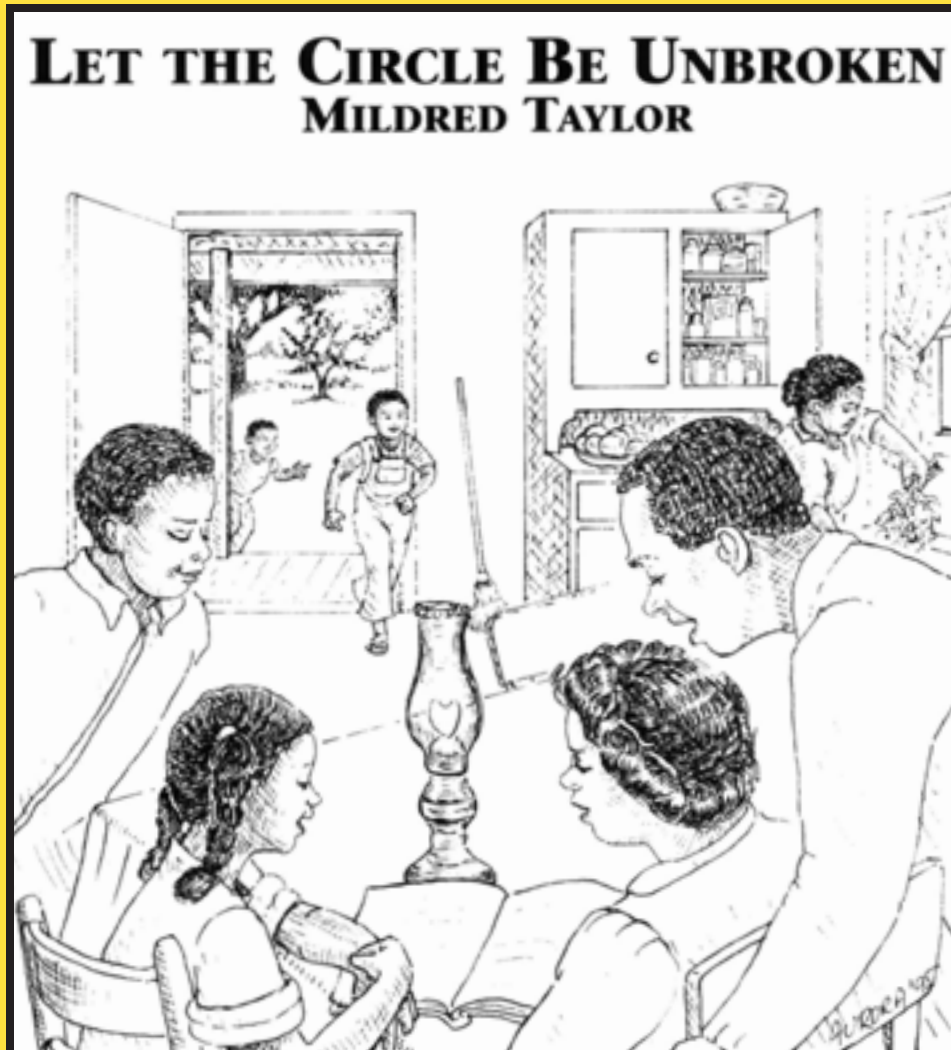


Novel·Ties



A Study Guide

Written By Diana K. Sergis

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1 - 2
Background Information	2
Pre-Reading Activities	3
Chapter 1	4 - 7
Chapters 2, 3	8 - 9
Chapter 4	10 - 12
Chapters 5, 6	13 - 15
Chapter 7	16 - 17
Chapter 8	18 - 19
Chapters 9,10	20 - 21
Chapter 11	22 - 23
Chapter 12	24 - 25
Chapters 13, 14	26 - 28
Literary Elements	29
Cloze Activity	30
Post-Reading Activities	31
Suggestions For Further Reading	32
Answer Key	33 - 36

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 lessons to use in conjunction with the novel *Let the Circle Be Unbroken*. 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 at 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 novel by reading the title and the author's name and by looking at the illustration on the cover. What might the title mean? When and where do you think the story takes place? Do you think it will be humorous or serious? Have you read any other books by the same author?
2. If you have read *Roll of Thunder, Hear My Cry*, make a list of those issues that remain unresolved and might be continued in its sequel, *Let the Circle Be Unbroken*. How would you expect Cassie and her siblings to behave now that they have grown a few years older?
3. Read the excerpt of the author's Newbery acceptance speech at the beginning of the book. Why did Mildred Taylor write *Let the Circle Be Unbroken*? As you read the book, assess whether the author met her goal.
4. Read the Background Information on page two of this study guide and do some additional research on the period of the Great Depression in the United States. Also learn about the era of Reconstruction and the Jim Crow laws that unfairly segregated African Americans from white citizens. Then discuss with your classmates why race relations during the Depression in a rural southern town were strained.
5. In this novel, the Logan family experiences the humiliations and frustrations of prejudice and witnesses injustices suffered by other African Americans. How would you define prejudice? What do you think are some of its causes? What examples of prejudice do you see in today's society? In what ways, if any, are these problems being addressed?
6. Do some research to learn about suffrage, or the right to vote, in America. Find out what amendments to the Constitution granted voting rights to African American males and to women. Also, find out about poll taxes and literacy tests that prevented minorities from voting. Then discuss with your classmates how voting privileges and political influence were once related exclusively to wealth and class. To what extent might this be true today?

Chapter 1 (cont.)

Questions:

1. How did Dubé Cross feel about asking Stacey for some milk to give to his family? How did Stacey show that he understood Dubé's feelings?
2. On his visit home from the Army, what did Russell Thomas learn about the "bit of trouble" involving the Avery family during the past summer?
3. What prized possession did Son-Boy show off to the Logan children? What effect did it have on Cassie?
4. Why did Papa make Cassie return the marbles she had won from Son-Boy and forbid her to play marbles again?
5. What risk was Cassie taking by deciding to shoot marbles again? What did Cassie's choice reveal about her?
6. Why did Cassie think Son-Boy was a fool for playing his emerald-blue marble? Why did Cassie think she was a fool, too?
7. How did Papa think the baby had gotten up to the church belfry? Why did he think Wordell was up there with her?

Questions for Discussion:

1. How do you think Papa knew that Cassie had disobeyed his ban on playing marbles? Do you agree with his decision to forbid her to play this game?
2. Cassie did not like the idea that people change in the natural course of life. If Cassie had her way, she said she would "put an iron padlock on time so nothing would ever have to change again." Why do you think Cassie was afraid of change, especially when it applied to her brother Stacey? What is your attitude toward change?

Literary Devices:

- I. *Point of View* — The point of view in literature refers to the person telling the story. A story may be told by one of the story characters as a first person narrative or as a third person narrative where the author relates the events.

From whose point of view is this story told?

How does this narrator influence the way readers view the story events?

As you continue to read, notice how the perception of the narrator seems to change from that of a child to that of an adult.