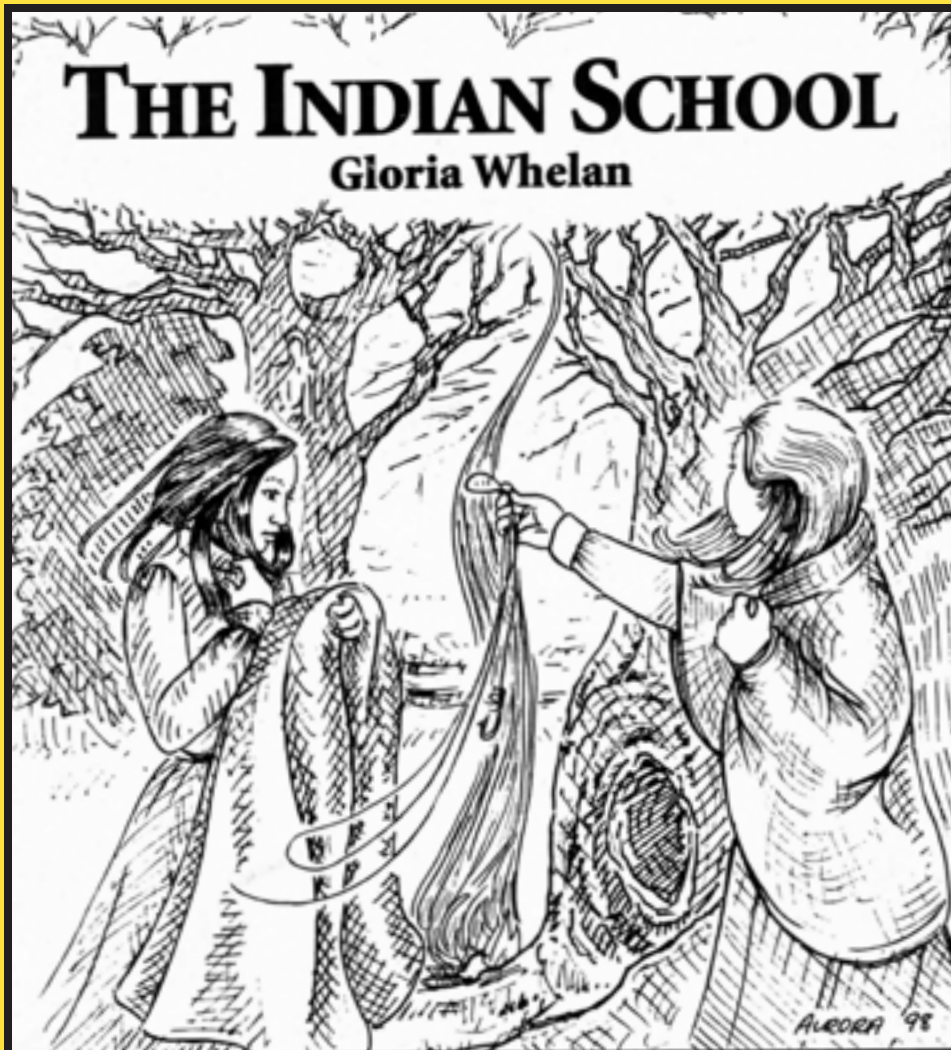


Novel·Ties



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 the book *The Indian School*. 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 guided reading 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and looking at the cover illustration. Glance at the illustrations inside the book. What do you think the book will be about? Where and when might the story take place? Do you think the book will be serious or funny?
2. Soon after white settlers started moving into Indian territory, missionaries began to set up schools for Indian children. Many of these schools were boarding schools where Indian children lived year round. The purpose of many of these schools was not only to educate Indian children but also to train young Indians to live in the same way as the white settlers. This meant that they were to forget their culture, traditions, and native language. Work with a partner or a small group to discuss this type of education. Can you think of any advantages? What might be some of the disadvantages? List your findings in a chart. As you become familiar with the viewpoints of different story characters, add additional information to this chart.
3. Russell Freedman's book *Children of the Wild West* (Clarion Books), has photographs of Indian girls and boys before and after they entered Indian boarding schools as well as a photograph of a boarding school located in Oklahoma. If possible, obtain a copy of this book and study the photographs of Indian school children that are found in the chapter titled "The American Indians." Compare and contrast the children before and after enrolling in school. Can you find any traces of their former life once they entered the schools? What do the children's expressions tell you about their appreciation of this new way of life? What do you think these children might say if they could speak to you from the photographs?
4. The children attending the Indian school in this book are members of the Potawatami tribe, a group of Indians whose territory covered much of what is now Michigan. Do some research to learn more about the life of the Potawatami before the arrival of Europeans. Possible topics to investigate include homes, clothing, and ways of gathering food; the roles of men, women, and children within the tribal structure; and the traditional arts of the Potawatami. A good source for this information is the section on the Potawatami found in Carl Waldman's *Encyclopedia of Native American Tribes* (Facts on File Publications).

CHAPTER 1

Vocabulary: Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. sensible	a. ignore
2. heed	b. leisurely
3. hastily	c. bountiful
4. lean	d. impractical
5. meager	e. stout

-
- After he lost his job, the young man worried that his _____ savings would not support his family.
 - When you are packing for a ski vacation, take _____ clothes instead of summer clothes.
 - It is better to _____ the words of your experienced mountain guide than to set out on your own.
 - After a long illness, my friend's _____ body looked as thin as the edge of a knife.
 - We ate our supper _____ in order to finish before our favorite television program began.

Read to learn why Lucy must go to the mission school.

Questions:

- Why must Lucy leave Detroit and make her home with her aunt and uncle?
- How does Lucy feel about Aunt Emma's letter? Why does she feel this way?
- Who escorts Lucy on the journey? What advice does he give to Lucy before they arrive?