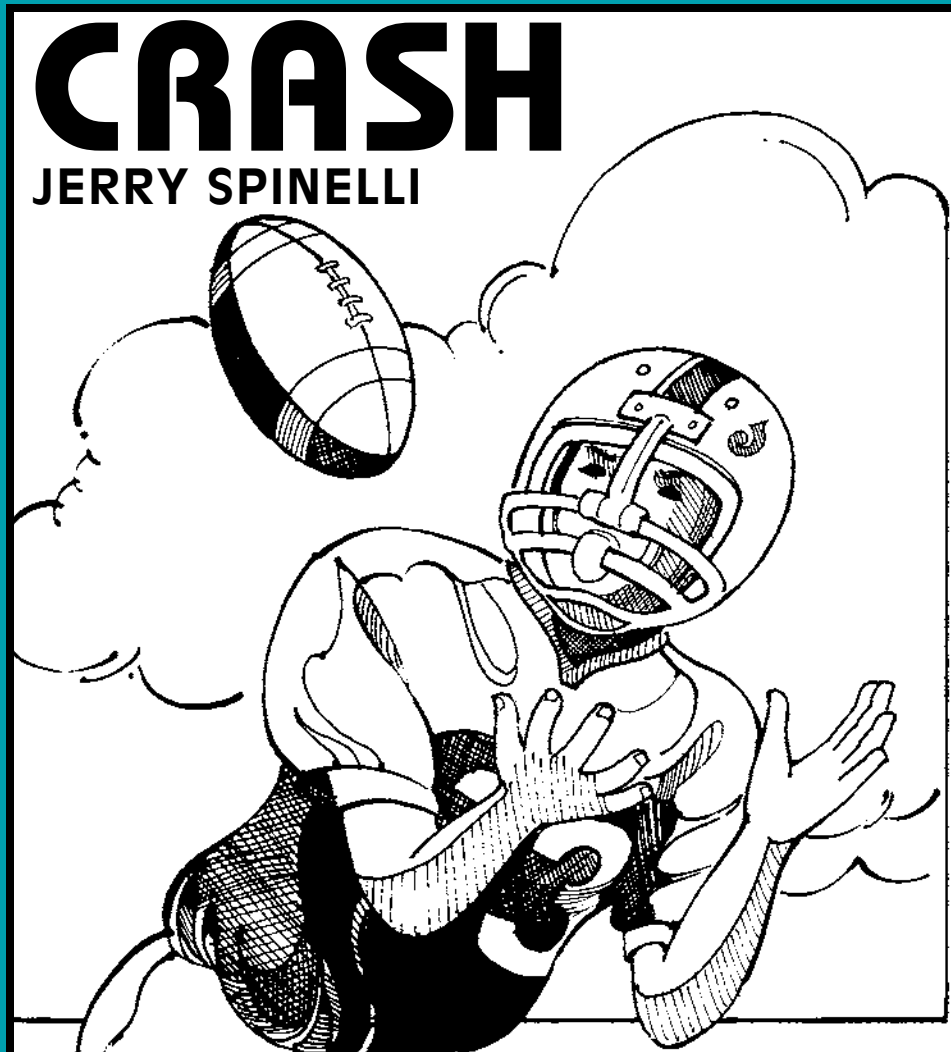


Novel·Ties



## 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 the novel *Crash* 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 at its own 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.

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## BACKGROUND INFORMATION

### **Bullying**

Bullying is the act of one person or a group of people who terrorize and intimidate another or others who are smaller or weaker. It is a terrifying experience that many students face each day in school or in their neighborhoods.

Bullying affects about 15% of the school-age population. It usually starts in third grade, becomes worse in middle school, and declines in high school. Boys are more often the perpetrators and victims and they are more likely to use physical force as a bullying strategy. Girls are also bullies, most often using strategies of teasing, spreading rumors, and intentional isolation of victims. Teachers rarely intercede and often completely ignore even blatant acts of bullying.

Much of the research suggests that bullying can be reduced only by schoolwide and communitywide programs, along with teacher and parental involvement, curriculum units that address the problem, and counseling. Educators need to realize that bullying negatively affects the bully, the victim, and even the bystander.

### **The Penn Relays**

The Penn Relays, also called Penn Relays Carnival, is one of the largest track and field meets in the United States. It has been hosted annually since 1895 by the University of Pennsylvania at Franklin Field in Philadelphia, Pennsylvania. In its history, the Carnival has provided competition for more athletes than any other track meet in the world. It usually attracts over 15,000 runners from elementary schools, middle schools, high schools, colleges, and track clubs throughout North America and abroad. The athletes range in age from under eight to over 80. They compete in over 300 events over five days.

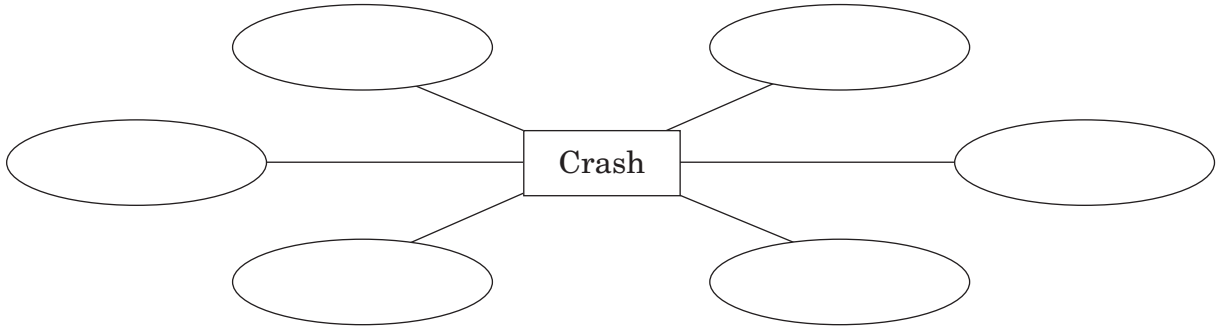
### **Quakers**

The Religious Society of Friends is a Protestant sect dating back to seventeenth-century England. Its members, known as Quakers, believe that God lives internally in the heart of every human being and provides direct inspiration for the living of a perfect life. This direct relationship, called the Inner Light, is reflected in a strict mode of living, an emphasis on spiritual responsibility, and strong feeling of concern for fellow human beings.

A respect for each and every human being has led Quakers to take a keen interest in social justice, charitable work, and reform. A higher than average number of Quakers are vegetarians, and many feel strongly about environmental issues. Quakers do not believe in violence and continually work to remove the causes of conflict and war. Nearly all Quakers are pacifists, feeling that they could not take up weapons to harm or kill other human beings under any circumstances.

**PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS**

1. Preview the book by reading the title and the author’s name and by looking at the picture on the cover. What do you think this book will be about? Will it be serious or humorous? When and where do you think it takes place? Have you read any other books by the same author?
2. Read the biographical information about Jerry Spinelli in the back of the book. Then do some research to find out more about the author of this novel. What was his inspiration for *Crash*? Why do the Penn Relays mean so much to Spinelli? To find out more about this track meet, read the Background Information on page two of this study guide.
3. There is a Quaker family in the novel. Read the Background Information on page three of this study guide to find out about the Quakers. How might a Quaker’s beliefs affect his or her everyday life?
4. If you are not familiar with the game of football, read the Background Information on page four of this guide and notice the diagram of a football field that follows. Refer to this diagram as you read about the game.
5. What qualities do you think a star athlete should possess? Consider emotional qualities as well as physical ones. As you read the novel, see how well Crash measures up to these qualities.
6. A bully is a boy or girl who is mean or hurtful to others. Read the Background Information on bullying on page three of this study guide. Then discuss with your classmates what causes someone to be a bully. How do bullies pick their targets? What are some ways to stop a bully? To help a victim?
7. **Cooperative Learning Activity:** In a cooperative learning group, discuss the meaning of friendship. What qualities do you look for in a friend? Do you look for someone who is just like you or someone who possesses different qualities? What responsibilities do you owe your friends? What do you expect from them?
8. What traits would you expect someone named Crash to have? On the word web below, write a word in each circle that relates to the nickname Crash. Then compare your diagram with those of other classmates.



As you read the book, notice whether Crash has the qualities you recorded on your chart.