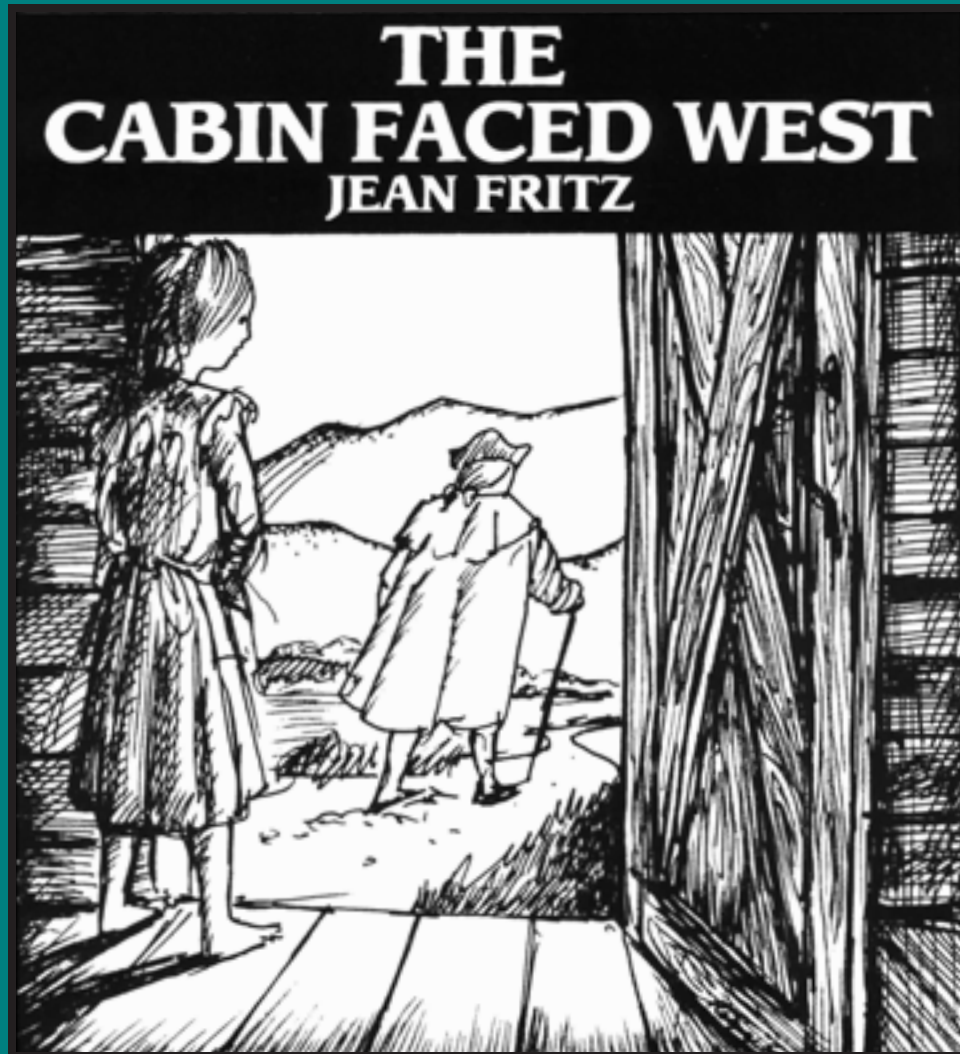


Novel•Ties



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 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 book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book is about? Where and when do you think the story takes place? Have you read any other books by the same author?
2. Do some research to find out how girls were raised on the frontier in the late eighteenth century. How was their upbringing different from that of boys? How were they educated? What were their responsibilities? What did they do for recreation?
3. Without access to stores and ready-made goods, people who lived on the frontier had to make the most of their own things. Find some books in the library that describe and illustrate early American crafts, such as quilting or furniture-making. Notice how these pioneer craftspeople often made their useful objects into works of art.
4. The character of George Washington makes an appearance in this work of historical fiction. Read a biography that describes the life of George Washington during his early adult years to find out why he traveled through Pennsylvania.
5. The family in *The Cabin Faced West* shared the difficulties of moving to a frontier settlement. Have you and your family had the experience of moving? What challenges did you face because of the move? As you read the book, compare your experiences with those of the pioneer children.
6. Write a log recording your activities on a typical day. Save your log to use later in a comparison activity, pointing out the vast differences between your typical day and those of pioneer children.
7. Do you keep a diary? What do you think should be included in a diary? With a partner, discuss the reasons that people might want to keep diaries or journals.
8. Read the letter from the author, Jean Fritz, at the beginning of the book to learn which parts of *The Cabin Faced West* are fictional and which parts are based on fact. How do you think Jean Fritz gathered information for this book?

Chapter 1 (cont.)

Background Information:

As you read Chapter One, fill in the chart below telling what you learned about the characters and the setting.

| Characters | |
|--|--|
| Mother | |
| Father | |
| Daniel | |
| David | |
| Ann | |
| Setting <i>(time and place story occurred)</i> | |

Writing Activity:

Although Ann hates the phrase “some day,” she must have hopes for the future. Imagine you are Ann and write a letter to your cousin Margaret. Tell Margaret about all of your hopes for “some day.”