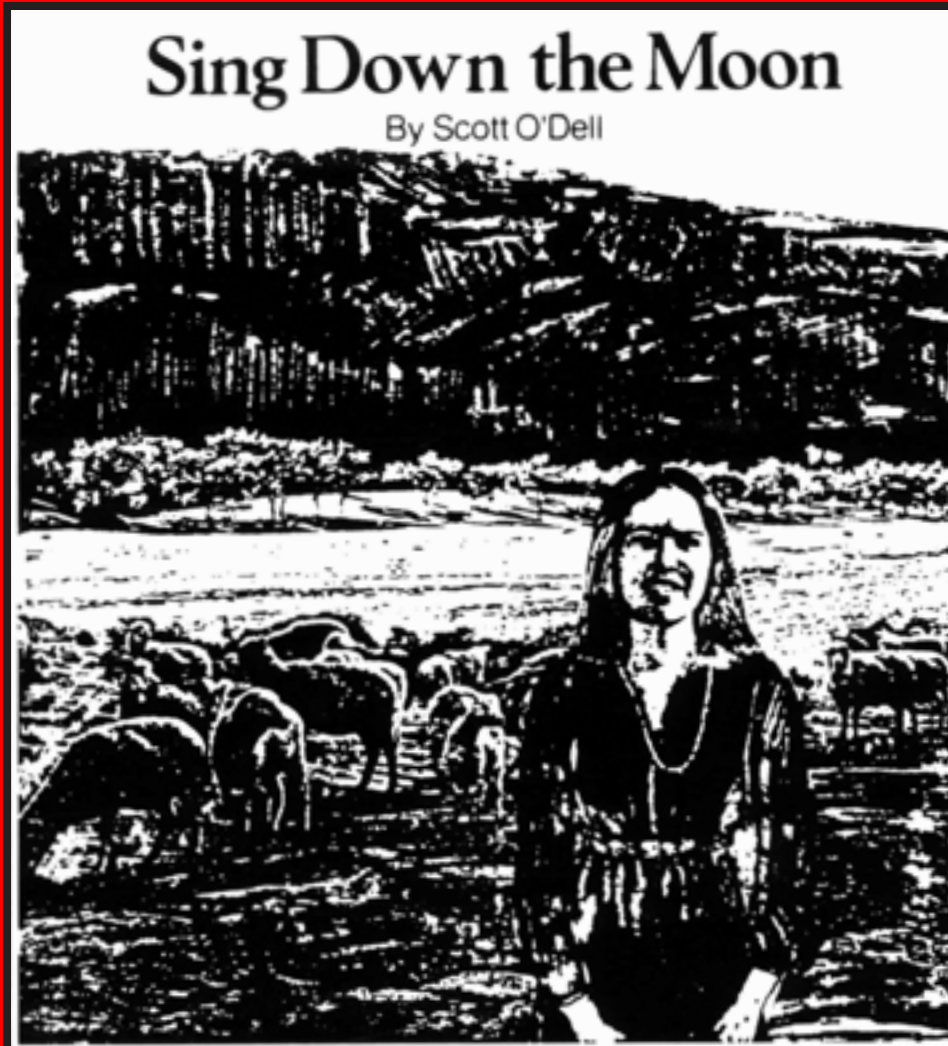


Novel·Ties



A Study Guide

Written By Judith Warshall

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

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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.

The Civil War moved west at this time bringing with it battles between Confederate and Union forces. In 1863, when the Union soldiers drove the Confederates to Texas, General James Carleton turned his attention to the Navahos whom he regarded as savages occupying valuable land. He gave the Navahos an ultimatum: if they wanted to live in peace, they had one month to resettle in the Bosque Redondo Reservation, an arid section of land in the Pecos Mountains.

When none of the Indians surrendered, General Carleton commanded Kit Carson to prepare his troops for war against the Navahos. The Navahos entrenched themselves in the thirty-mile-long area of Canyon de Chelly bordered by the steep rock walls of the Chuska Mountains. Following a policy of burning Navaho lands, the American soldiers effectively starved out the Navahos. In March 1864, hungry and weak men, women, and children of a defeated Navaho nation began the three-hundred-mile trek that has become known as The Long Walk.

Those who survived the march arrived in a land that was unable to support them. Treated like prisoners, underfed, and ill-clothed, many Navahos died of starvation and disease. It wasn't until 1866 that General Carleton, under criticism for his Bosque Redondo policy, was relieved of his duty. Under the authority of his successor, A. B. Norton, the Navahos were allowed to return to a small, parched section of land in Canyon de Chelly.

CHAPTERS 1, 2

Vocabulary: 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. mesquite | a. group of trees; orchard |
| 2. mesa | b. drive or urge on |
| 3. grove | c. small thorny tree |
| 4. barranca | d. ravine; gorge |
| 5. goad | e. high plateau with a flat top and steep, rocky sides |

.....

- The sheep took shelter from the rain by huddling in the aspen _____.
- The warm spring air melted the snow and caused the water to gather under the trees and to run through the meadows and down the steep _____.
- We stood on the high _____ observing that spring had come early in the plain below.
- No matter how hard they _____ me to speak, I am too shy to get up on the stage.
- We knew the sheep would prefer the first young grass to the tough and chewy _____ they had lived on through the winter.

Read to find out about life in a Navaho village.

Questions:

- What evidence showed that the narrator had a deep affection for the place where she lived?
- Why didn't the girl display outward joy at the coming of spring?
- How do you know sheep were very valuable to the girl's family?
- Why wasn't the girl insulted when the other girls teased her?
- What special roles did the men have in the girl's Navaho village? What were the special roles of the women?