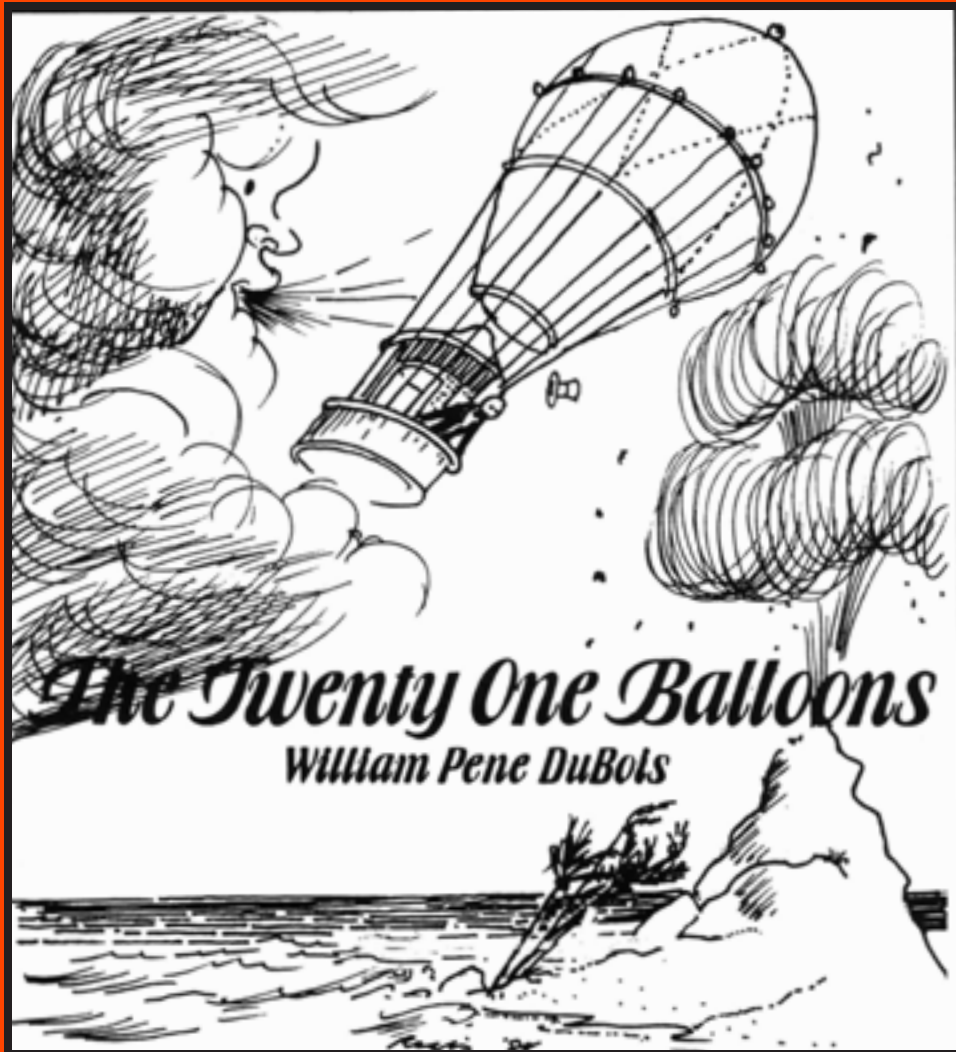


# Novel•Ties



## 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 Twenty-One Ballons*. 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 book by reading the title and author's name and looking at the cover illustration. What do you think the book will be about? Do you think it will be serious or humorous? realistic or fantastic?
2. **Social Studies Connection:** On a world map or globe, locate the city of San Francisco, California which was the beginning of the voyage described in this novel. Locate the following places in order to trace Professor Sherman's route as you read the book.
 

Pacific Ocean	India	Austria
Atlantic Ocean	New York	Germany
Philippine Islands	Iran	Belgium
Borneo	Turkey	
China	Hungary	
3. **Social Studies Connection:** The setting for most of this story is the volcanic island of Krakatoa. Find its location on a world map or globe. Then see its location in relation to its closest neighbors on the map below. Look up Krakatoa in an encyclopedia and learn about the history of the famous volcano on this island.



4. Find photographs that show examples of the many kinds of interesting architecture and furnishings mentioned in this book, such as the Petit Trianon in Versailles, Mount Vernon, a British cottage, a Chinese pagoda, and a Turkish coffee house.
5. To what objects do you give the greatest value? Why are gold and diamonds so expensive? What happens when something valuable becomes commonplace?
6. Flashback is a technique in which an author moves back in time from the present to the past. Have you ever read a book in which this technique was used? Why did the author use this technique? Have you ever seen this same technique used in a film? Was it a useful technique?
7. **Science Connection:** Read the Background Information on page three of this study guide and do some additional research to learn more about the scientific, historical, and recreational aspects of ballooning.

## Introduction, Chapter 1 (cont.)

Read to find out how Professor William Waterman Sherman found himself on the presidential train bound for San Francisco.

### Questions:

1. Why did the author think that the best way to travel was in a balloon?
2. What was the historical and scientific basis for this book of fantasy?
3. Why was Captain Simon insulted when the Professor refused to tell him his story?
4. Why did Professor Sherman refuse to tell the story of his extraordinary adventure to his rescuers?
5. Why was the public so interested in Professor Sherman's story?
6. Why was Professor Sherman insulted by the Mayor's request?
7. Why did the President send Professor Sherman to San Francisco on the Presidential train?

### Questions for Discussion:

1. How did the author give the impression that his story was factual? Why do you think he offered so many "factual" details at the beginning of Chapter One?
2. How did the author build suspense leading to Professor Sherman's disclosure of the facts about his journey?

### Writing Activity:

Write the article that might have appeared in the *New York Tribune* telling what is known so far about Professor Sherman. Create an original headline and use information from the ship's log in Chapter One. You may include an illustration and a caption if you wish.