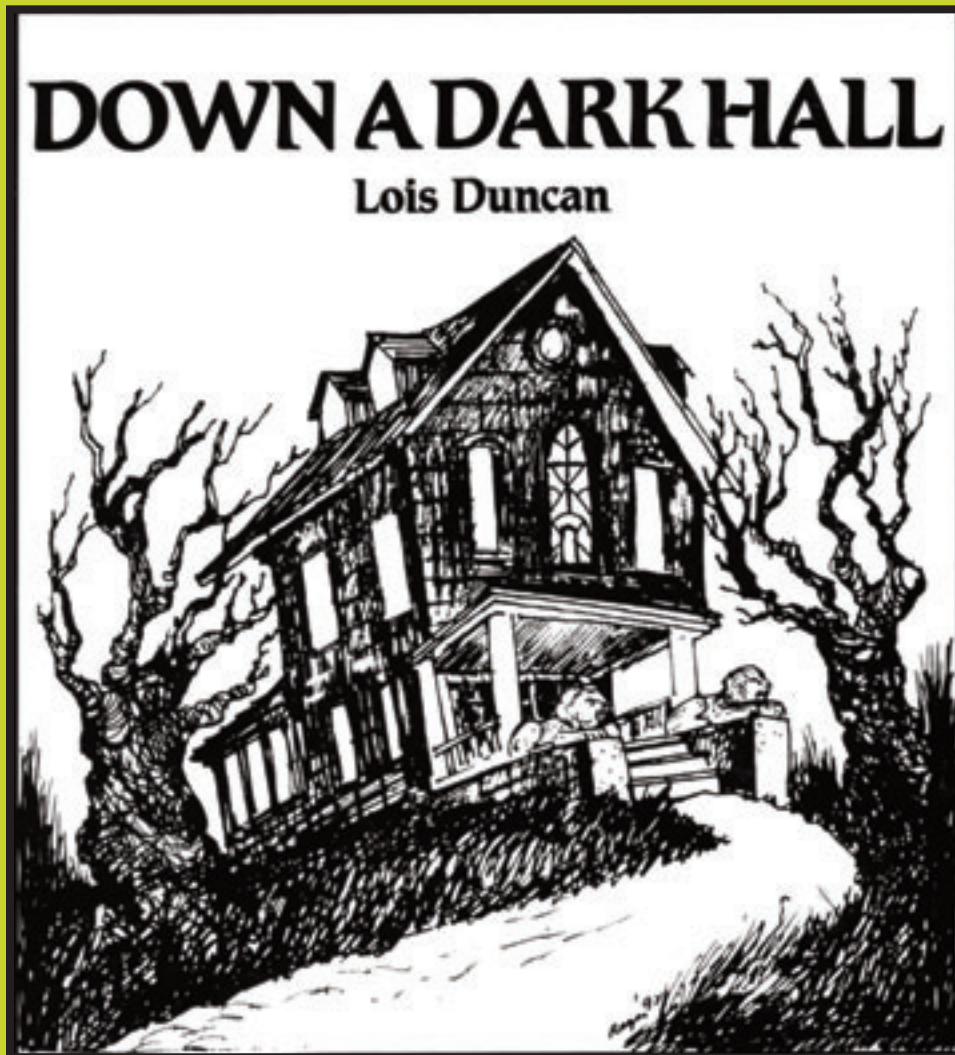


# Novel·Ties



## 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 *Down a Dark Hall*. 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 book.

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 book 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 AND DISCUSSION QUESTIONS

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 this book will be about? Is it a realistic or fantastic novel? Have you read any other books by Lois Duncan, the author of *Down a Dark Hall*?
2. *Down a Dark Hall* is a gothic novel. The term "gothic novel" comes from the first novel of this sort ever written. *Castle of Otranto*, by Horace Walpole (1764), was set in a medieval or "gothic" castle complete with dark stairways, underground passages, hidden panels, and doors that closed by themselves. Today, few gothic novels take place in medieval castles. Instead, the term is now used to describe books in which the author creates an atmosphere of brooding horror, mystery and suspense. Knowing this, what will you expect as you read this novel?
3. Music, art, and literature figure prominently in the novel you are about to read. Before you begin, you should read more about these three people:
  - The Austrian composer **Franz Schubert** (1797-1828). Schubert's musical talent was apparent at an early age; he wrote his first symphony in 1813 when he was 16. He composed many songs, sonatas, and symphonies. Read about Schubert's life; listen to recordings of some of his compositions.
  - The American landscape painter **Thomas Cole** (1801-1848). Cole was born in England, but he came to the United States in 1818. In 1825, he moved to New York, where he began painting the scenery of the Hudson River valley and the Catskill Mountains. He became the leader of the Hudson River School of landscape painters. Locate a book that contains reproductions of Cole's paintings.
  - The English novelist and poet **Emily Bronte** (1818-1848). Bronte was the author of *Wuthering Heights* and many poems. Read about her and her remarkable family. Then read some of her poems. Bronte's poems are considered by some people to be among the best in English literature.
4. The initials ESP stand for extra-sensory perception, the ability to know things intuitively without being told or to know in advance that something is about to happen. Have you ever felt that you have ESP? Does anyone you know claim to have this ability? Do you believe this ability even exists?

## 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. influx       | a. unavoidable                                   |
| 2. intercede    | b. emphasize                                     |
| 3. inevitable   | c. plead   |
| 4. envision     | d. lively and cheerful, usually related to sound |
| 5. lilting      | e. uncertainly                                   |
| 6. begrudgingly | f. picture in the mind                           |
| 7. accentuate   | g. reluctantly                                   |
| 8. tentatively  | h. flowing in                                    |

.....

- My sister's voice, light and \_\_\_\_\_, harmonized well with my deeper voice.
- The garage attendant yawned, put down his magazine, got up and finally came \_\_\_\_\_ to the car.
- I asked my dancing teacher to \_\_\_\_\_ on my behalf so that I would not have to do homework on the night of my performance.
- She knew there was no turning back now; it was time to face the \_\_\_\_\_.
- Having never left her small farming community, it was hard for Lisa to \_\_\_\_\_ life in a big city.
- If I want to \_\_\_\_\_ my height, I will wear vertical stripes and high-heeled shoes.
- The normal routine at our school had been disturbed by preparations for the \_\_\_\_\_ of new students in the fall.
- Fearing that the water would be very cold, we stepped into the ocean \_\_\_\_\_.