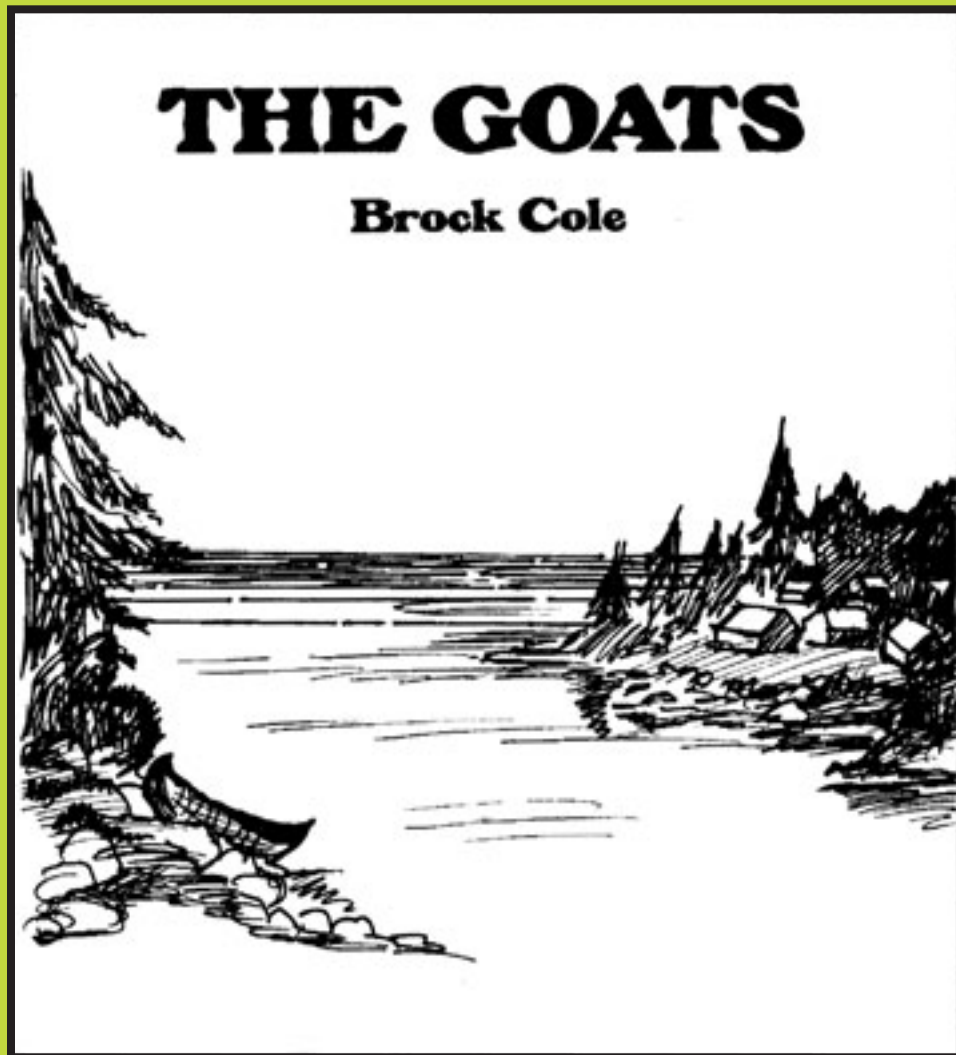


# Novel•Ties



## A Study Guide

Written By Kathleen M. Fischer

Edited by Joyce Friedland and Rikki Kessler

### LEARNING LINKS

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

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information . . . . .	2
Pre-Reading Questions and Activities. . . . .	3
The Island . . . . .	4 - 6
The Cottage, The Municipal Beach . . . . .	7 - 9
The Bus . . . . .	10 - 11
The Dining Hall, The Cabins . . . . .	11 - 12
Ahlburg, The Starlight Motel. . . . .	13 - 14
The Restaurant . . . . .	15 - 16
The Highway, The Woods . . . . .	17 - 18
Cloze Activity . . . . .	19
Post-Reading Questions and Activities . . . . .	20 - 21
Suggestions For Further Reading. . . . .	22
Answer Key . . . . .	23 - 24

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *The Goats*. 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 AND DISCUSSION QUESTIONS

1. Preview this book by reading the title and author's name and looking at the cover illustration. What do you think the book will be about? Will it be serious or humorous? Have you read any other books by Brock Cole
2. Read the Background Information on Bullying on page two of this study guide. As you read the book, identify behavior that you see as bullying.
3. This novel begins at a co-ed summer camp for teenagers. Have you or your friends ever gone to summer camp? Why do parents send their children to camp? In addition to swimming, boating and nature lore, what do teenagers learn at camp?
4. Have you ever worked as a counselor-in-training or junior counselor at a camp? If so, what were your duties? Who was responsible for supervision of the campers? What were you told to do in the event that a camper got lost?
5. The major theme of this novel is social ostracism. How do you define "outcast"? Why are some teenagers ostracized by their peers? How might the title of the novel be related to this theme? Can you recall a time when you were an outcast? How did you feel about yourself or about the people who turned against you?
6. Another important theme in the novel is that of moral obligation. What is a moral obligation? What kinds of moral obligations do teenagers have to their parents, to other adults and to their peers? What kinds of moral obligations do adults have to their children or to other children under their care? As you read, evaluate how well the characters fulfill these obligations.
7. The two main characters must make several crucial decisions during the course of the novel. Think about how you make decisions. Have you ever had to make an important decision when you were under a great deal of pressure? Was your judgment affected by the pressure?
8. One of the main characters in the novel tells a story about exploring a cave in Greece with his father, who is an archaeologist. In the cave he felt the presence of an ancient god. The character does not identify the god, but because he was in a cave, we know it was Pan. Read the following short description of Pan.

In Greek mythology, Pan was the god of woods, fields and fertility. He protected goatherds and shepherds and their flocks. Pan had the head, arms and body of a man and the horns, ears, legs and hoofs of a goat. He was a merry god with an extremely ugly face, and he wore a garland of leaves around his head.

Pan lived in caves, forests and other lonely places. He was dreaded by people who had to pass through the forests at night. Thus, the word "panic," meaning sudden terror without visible cause, has come into the English language from the ancient Greek mythology.

What significance do you think Pan might have for the novel you are about to read?

## The Island (cont.)

4. What evidence indicated that Howie was a “brain”?
5. If the counselors had come to rescue Howie and Laura, why did they approach the island quietly and secretly?

### Questions for Discussion:

1. Do you think there was any justification for the actions taken against Howie and Laura?
2. In your opinion could any of the campers in the group that victimized Howie and Laura have stopped the activity?
3. How did Howie’s “plan” evolve? Do you think it was a good plan? What problems might he and Laura face if they follow this plan?

### Literary Devices:

- I. *Hook* — In literature, a hook is a compelling first sentence or chapter in a novel that entices a reader to continue on in the story. Reread the first sentence of *The Goats*. How does the hook draw you into the novel?

---



---

- II. *Simile* — A simile is a figure of speech in which a comparison between two unlike objects is stated directly using the words “like” or “as.” For example:

His beautiful plan was coming apart like wet paper.

What two things are being compared?

---

What is the effect of this comparison?

---

Read through this chapter and locate other similes. Write them on the lines below:

---



---

### Prediction:

What do you think will happen to Howie and Laura in the next chapter? What makes you think so?

---



---