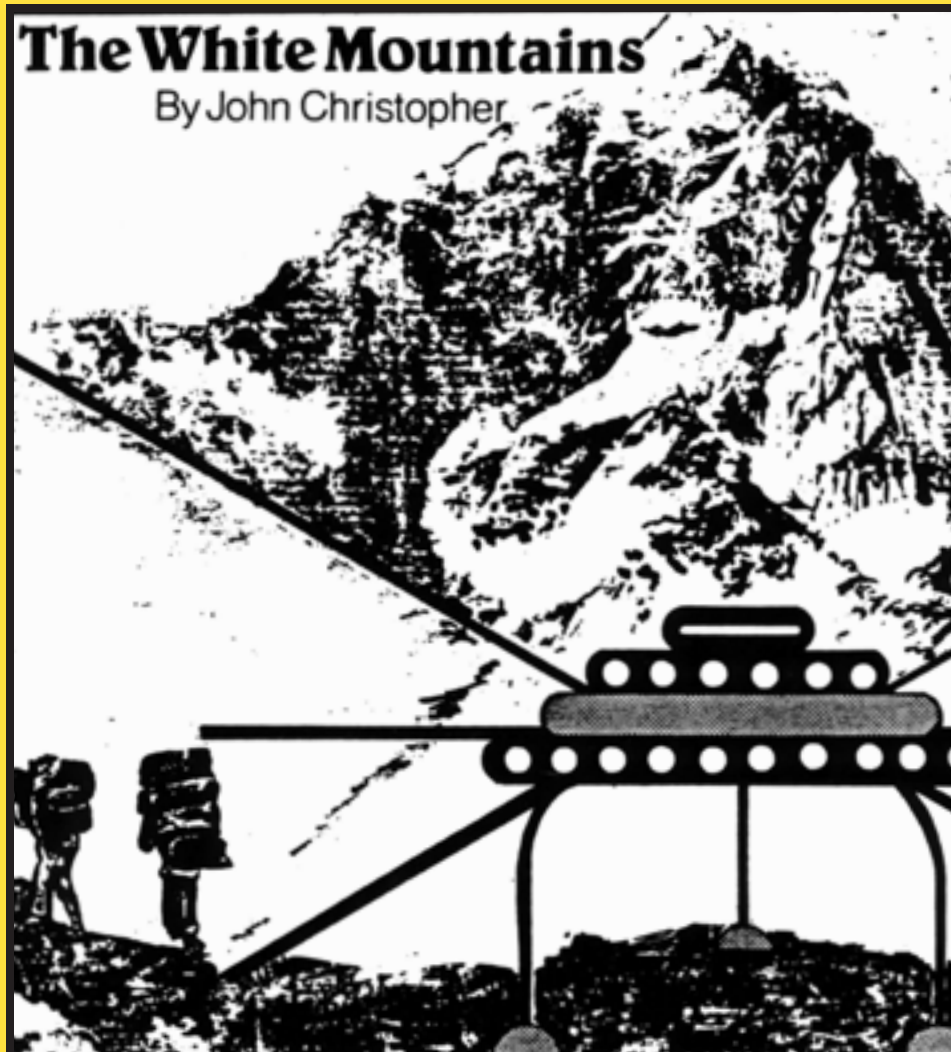


Novel·Ties



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 White Mountains*. 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.

After World War II, science fiction began to change; there was more of an emphasis on detailed, accurate descriptions of scientific devices and processes. There was also more concern with how scientific change would affect our society. The genre became more respectable, and science fiction books joined the ranks of science fiction magazines. Established science fiction writers such as Robert Heinlein, Ursula LeGuin, and Ray Bradbury began writing quality science fiction for young adults. They were joined by authors writing primarily for this audience, such as Andre Norton, Madeleine L'Engle, Virginia Hamilton, and the prolific author of *The White Mountains*, John Christopher.

From the 1950s to the present, science fiction has greatly expanded its outlets and readership. Science fiction continues its popularity in films, television shows, and science fiction clubs as well as in books.

Medieval Life

In the Middle Ages in Europe, those who had land held it as a fief — land given in return for military service — and owed service to the lord who had given it to them. Each lord was a vassal to some greater lord or to a king. The great lords lived in castles built strong enough to resist attack. Around castle and courtyard was a wall, which was wide and flat on top so that people could shoot arrows from it. A tower stood at each corner of the wall where a watchman could view the countryside and sound the alarm if an enemy approached. Sometimes for further security a moat surrounded the wall and was crossed by a drawbridge.

Every noble family was served by a large number of laborers called serfs, who lived and worked on the land. The serfs produced food for the nobles and themselves; in return, they were defended from the attacks of enemy armies. The serfs could do nothing without the permission of the lord, who was their master.

The sons of nobles were trained to be knights. Around the age of seven, the noble's son went to the castle of his father's lord to be a page. The duties of a page consisted of running errands and doing small services for the ladies of the castle; in turn, they taught him proper etiquette. After some years, the page became an esquire in service to a knight and learned to ride well, handle weapons, and joust. When the esquire reached manhood, he was made a knight and as such vowed to adhere to a strict code of behavior, which emphasized chivalry and integrity.

Jousting was a favorite sport of knights, usually performed in front of a cheering crowd of lords and ladies who watched from their seats in the pavilion. In a joust, two knights rode directly toward each other with raised lances. As they passed, each tried to soundly strike the shield of the other squarely in the center in order to knock him from his horse. The most successful knight was crowned and given great praise and honor.

CHAPTER 1

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. contemptuous | a. nimbleness |
| 2. contemplate | b. of no importance; trivial |
| 3. agility | c. growing thick and green |
| 4. inconsequential | d. scornful |
| 5. vagrant | e. disturbing |
| 6. disquieting | f. consider |
| 7. luxuriant | g. gleaming |
| 8. burnished | h. idle wanderer |

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1. Having no real home, the _____ traveled from town to town.
2. Outmatched physically by his opponent, the young boy had to rely on _____ and speed to keep from being beaten.
3. Because of all the spring rain, the lawn was _____.
4. The writer needed time and a quiet place to _____ his next novel.
5. Not fond of idle talk, the judge made a(n) _____ remark about the farmer's gossip.
6. Bob and his father began their discussion with _____ matters, but then went on to express their problems.
7. I prefer the mellow tone of _____ copper to the dull green that it becomes when it is left outside.
8. It was _____ to think that my sister might never practice medicine after receiving such a fine education.