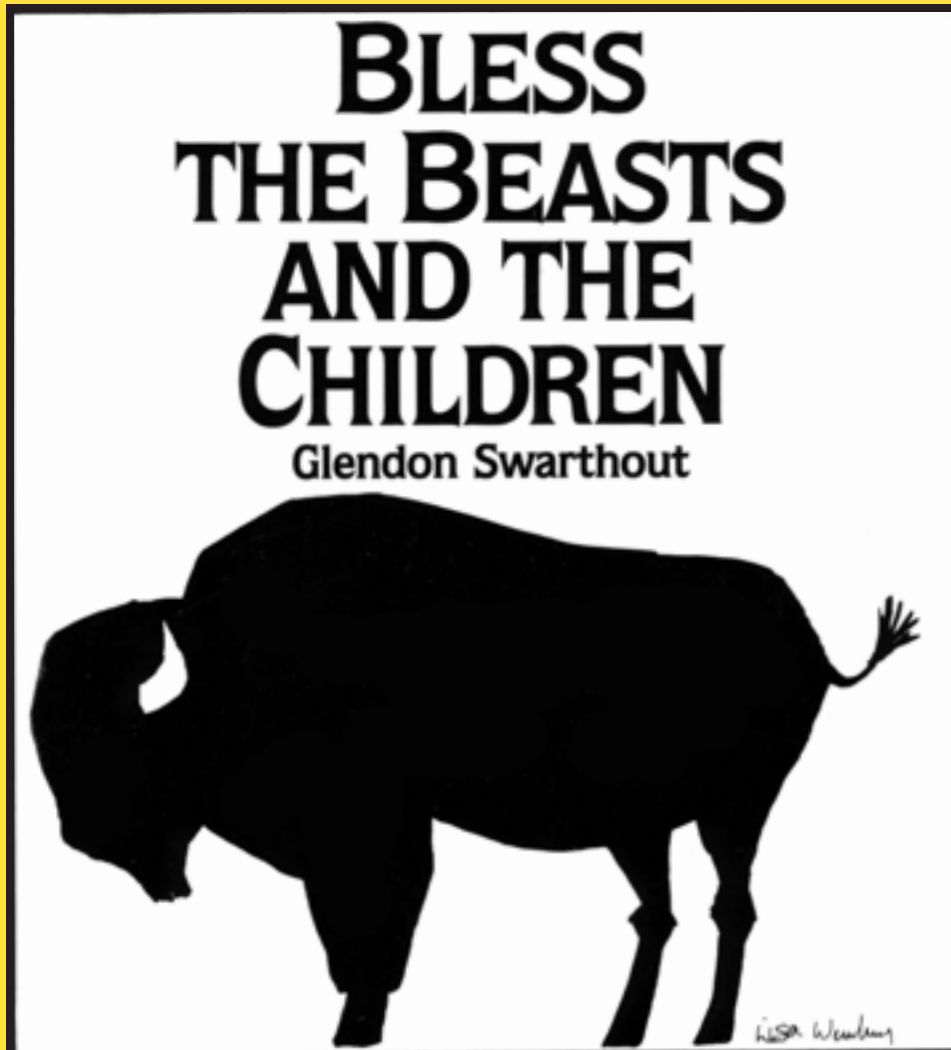


## Novel·Ties



## 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 *Bless the Beasts and the Children*. 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 guided reading 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

## PLOTTING THE TIME

The plot of a novel is the chronological series of events that comprise the story line. In this novel, the plot is organized around the time frame of one night in the lives of a group of boys at summer camp. As you read, indicate the major events that occur at each of the moments shown on the chart below. When you finish reading the book, you will have constructed a plot summary of the entire novel.

TIME	EVENTS
11:48 P.M.	
12:35 A.M.	
1:51 AM.	
2:36 AM.	
3:02 AM.	
well after 3:00 AM.	
one hour before dawn	
5:10 AM.	
5:34 AM.	
dawn	

**Chapters 1, 2 (cont.)**

5. What values were cherished at Box Canyon Boys Camp as signified in their motto, “Send Us a Boy — We’ll Send You a Cowboy”?
6. Why did the boys consider running away as their last chance to be winners?

**Questions for Discussion:**

1. Why do you think the author has not revealed the cause of the boys’ disturbance?
2. What is your opinion of the camp’s mission as expressed in their motto?
3. What do you think the boys witnessed that caused them anguish?

**Literary Devices:**

- I. *Metaphor* — A metaphor is a figure of speech in which a comparison of two unlike objects is suggested or implied. For example:

. . . a range of Arizona mountains bulked, and then another higher, and another, a herd of huge black beasts plodding its patient way to a frontier not yet found, snorting clouds and bumping heaven with its humps and hooking stars upon its horns. It was the Mogollon Rim.

What is being compared?

---

Why is this metaphor effective?

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- II. *Personification* — Personification is a device in which the author endows inanimate objects or abstract ideas with human qualities or actions. For example:

. . . the reality beyond the cabin lay in wait for them with fang and claw, crouched.

What is being personified?

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How does this help you visualize the scene better than if the author had written, “The boys were afraid”?

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**Writing Activity:**

Write about an event that you actually witnessed or saw on television that caused you to be extremely upset. Describe the event and tell why it bothered you.

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