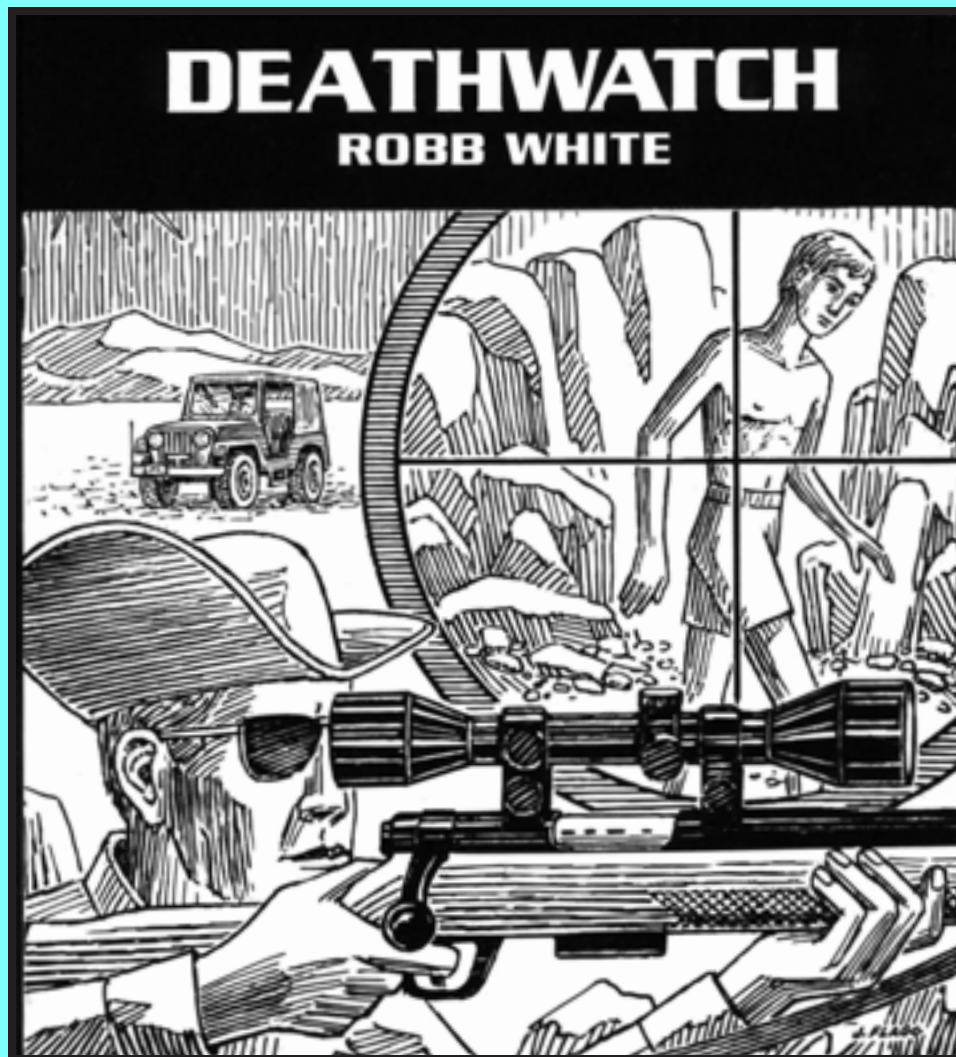


**Novel·Ties**



## 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 *Deathwatch*. 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.

## 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. intensity      | a. curved path of something hurtling through space                    |
| 2. congealing     | b. bothered   |
| 3. fissure        | c. penniless person who is homeless, jobless, and abandoned by others |
| 4. prospectors    | d. thickening   |
| 5. trajectory     | e. extreme degree of emotion, violence                                |
| 6. derelict       | f. people who search for valuable ores                                |
| 7. inconvenienced | g. crack, split   |

.....

1. Old \_\_\_\_\_ looking for gold roamed the lonely desert hills.
2. According to Madec the old man's life was of no worth because he was just a(n) \_\_\_\_\_.
3. When Ben looked into the \_\_\_\_\_ in the stone, he saw a body.
4. The heat was \_\_\_\_\_ the old man's blood on the stone.
5. Madec didn't want to be \_\_\_\_\_ by having to go to court.
6. Madec thought Ben's rifle had a good flat \_\_\_\_\_.
7. The \_\_\_\_\_ in Madec's eyes was the look of murder.

### Questions:

1. Why does Madec want to kill a bighorn sheep? What does this suggest about him?
2. What about Madec irritates Ben? What does Ben mean when he says he's glad he's not "in the same world" as Madec?
3. When Madec returns from inspecting his kill, in what ways does his behavior indicate that something is wrong?
4. In what way does Ben's reaction to the old man's death differ from that of Madec? What do their reactions reveal about the two men?
5. What reasoning does Madec use to get Ben not to report the old man's death? What does this reveal about how he judges the worth of people?
6. Why would Madec shoot the old man again with the Hornet?

## CHAPTERS 3, 4

**Vocabulary:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. contingency	a. deliberate
2. apprehension	b. consider
3. premeditated	c. possibility
4. illogical	d. heaviness
5. contemplate	e. unreasonable
6. collateral	f. overspreading
7. heft	g. alarm
8. suffusing	h. security

.....

- The \_\_\_\_\_ of the water can made the man think that it was full.
- The death of the old man was an accident and not \_\_\_\_\_ murder.
- With plenty of food and water, Madec had time to rest and \_\_\_\_\_ his next move.
- Not one to take chances, Madec had another plan as a(n) \_\_\_\_\_ in case his first one didn't work.
- The moonlight was \_\_\_\_\_ the black sky.
- Being left without food and water in the desert is enough to make even the bravest person feel some \_\_\_\_\_.
- To Ben it was \_\_\_\_\_ for a man to kill someone just to avoid going to prison for a few months.
- As \_\_\_\_\_ for borrowing five dollars and some gas, an old prospector left Ben's uncle a sheep-lined coat.