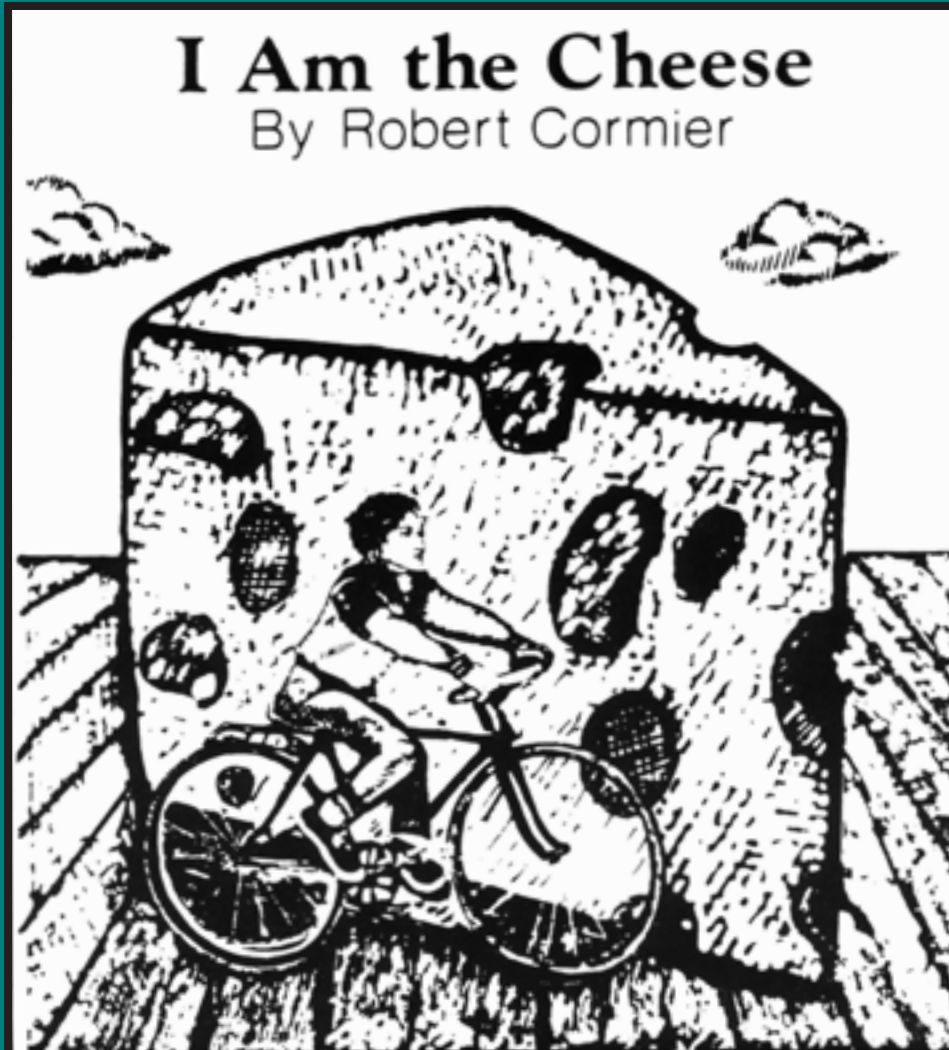


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with a specific novel. 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.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

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

1. Preview the book by looking at the title, the author's name, and the illustration on the cover of the book. What do you think the book will be about? What are the words of the old children's song, "The Farmer in the Dell"? What could it mean to be "the cheese"? Have you read any other novels by Robert Cormier? If so, what is the general mood of his stories? Does he tend to have a positive or negative view of the world? Why do you think his novels are so popular?
2. With other students in your class, discuss whether anyone ever ran away from home. If so, what was the typical age for running away, what were the reasons for leaving and how did the journey end?
3. What does the word "interrogation" mean to you? Which word seems to have a more negative connotation—"question" or "interrogate"? Have you ever seen, read about, or even experienced an interrogation? Who was asking questions? Why? In what tone? Who was the subject? What was his or her reaction? If the subject supplied information, what happened to him or her? Did the questioning ever help the subject?
4. **Cooperative Learning Activity:** work in cooperative learning groups to discuss how you would deal with the following hypothetical situation:

Your parents have been lying to you about your identity. How would you feel? Whom would you tell? What could you do to uncover the secret in your past? What problems would you face?

A Recorder in each group should summarize the discussion and present it orally to the class.
5. Do some research to learn about amnesia. What are its causes and treatments? What role does the therapist often take in the treatment of amnesia? What reactions might the client have to the "blanks" in memory, and to returning memories?
6. What is the technique of flashback that is often used in films, television, and literature? Where have you seen flashback used? Why is this technique used? Has it ever confused you? As you read this novel notice how flashback is used.
7. Read and become familiar with the psychological terms in the glossary on the following page. They will help you understand Adam's plight.

## PAGES 1 – 11 [Laurel-Leaf edition]

**Vocabulary:** Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                   |  |
|-------------------|--|
| 1. warped         | a. afraid of enclosed spaces                   |
| 2. claustrophobic | b. indicating good or evil to come             |
| 3. resolute       | c. force of movement                           |
| 4. omen           | d. bent out of shape                           |
| 5. momentum       | e. hesitantly; done as through it were a trial |
| 6. tentatively    | f. withdrew                                    |
| 7. retreated      | g. firmly decided                              |

.....

- The witness to the murder answered each question \_\_\_\_\_ because the violence of the crime hindered her memory.
- The new student was \_\_\_\_\_ about taking the physics course even though he was warned of its difficulty.
- The drawers of the oak dresser became \_\_\_\_\_ after being stored in a damp cellar.
- After I jumped off the treadmill, I still felt the \_\_\_\_\_ of the moving belt.
- The dark clouds and gathering winds were a(n) \_\_\_\_\_ of an approaching storm.
- Because of his \_\_\_\_\_ tendencies, George avoided all elevators.
- Jane \_\_\_\_\_ into silence when asked embarrassing questions about her family.

### Questions:

- When and where does the story take place? How does the weather reflect the narrator's inner state?
- What suggests that the narrator is not on an ordinary bike trip?