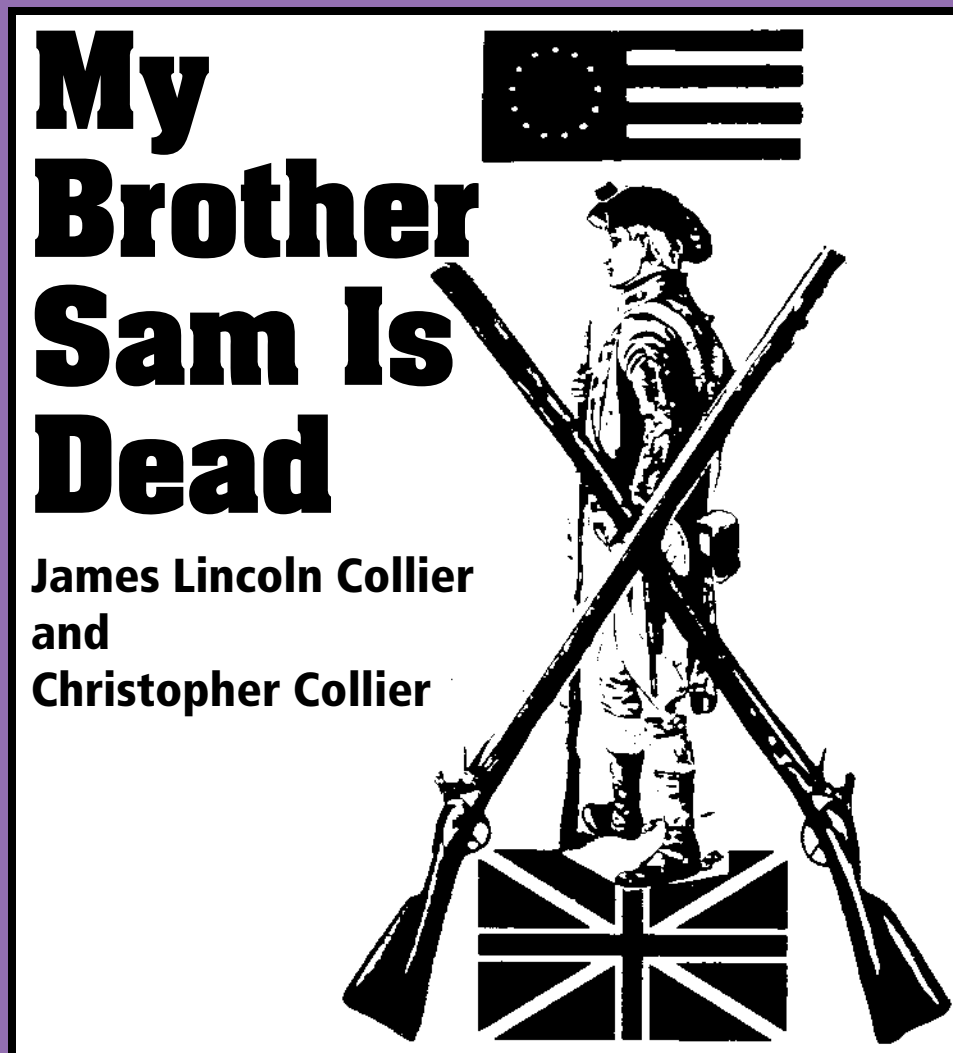


Novel•Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with a specific novel consists of lessons for guided reading. 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 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.

HISTORICAL PEOPLE IN THE NOVEL

Sam Adams

Radical leader of the patriots in Boston. He was in favor of organizing the colonists to work together against England. Adams set up the “Committees of Correspondence,” which helped the colonists keep in touch with each other and organize their protests.

Benedict Arnold

American Revolutionary general. He was responsible for the capture of the British at Fort Ticonderoga. Because he felt that his services to the army and his country were not fully appreciated, he plotted with the British to betray West Point in return for an officer’s commission in the British army and 6300 pounds sterling. When his treason was discovered, Arnold fled West Point and was received into the British army. He died in disgrace in London, England in 1801.

Aaron Burr

Respected and ardent patriot during the Revolutionary War. He served as Vice President under Thomas Jefferson. His reputation was damaged after he killed Alexander Hamilton in a duel.

John Hancock

Boston merchant and patriot. He and Sam Adams were the leaders of the Boston radicals, helping to foment opposition to the British and rally support for the Revolutionary War. His signature is prominent on the Declaration of Independence.

Israel Putnam

American Revolutionary commander who had served previously in the French and Indian War. He was active in pre-Revolutionary agitation. Putnam volunteered after the battles at Lexington and Concord, and was appointed a Major General in the Continental Army. From 1778 to 1779 he was in charge of recruiting for service in Connecticut.

David Wooster

An American Revolutionary officer. He was a Major General of the Connecticut militia and was mortally wounded in action at Ridgefield, Connecticut in 1777.

PRE-READING ACTIVITIES

1. Vocabulary Activities:

- A. As lines were drawn and people took sides during the Revolution, they were referred to by many different names. To help you understand the novel, place each of these categories of people under the appropriate heading in the chart below.

Minutemen	Whigs	Loyalists
Lobsterbacks	Tories	Patriots
Redcoats	Continental	Rebels

Pro-American	Pro-British
1. _____ patriotic party that supported the Revolution	1. _____ those who supported the British cause in the Revolution
2. _____ American militia men ready for instant military service	2. _____ colonials loyal to the King of England
3. _____ colonials opposed to control by the King of England	3. _____ British soldiers
4. _____ colonials loyal to the cause of the Revolution	4. _____ derogatory term for British soldiers
5. _____ soldiers fighting for the colonial cause	

- B. Draw a line from each military term on the left to its definition on the right. Use a dictionary if necessary.

- | | |
|--------------|---|
| 1. bayonet | a. unit of ground forces consisting of two or more battalions |
| 2. militia | b. daggerlike steel weapon attached to the muzzle of a gun |
| 3. munitions | c. fortified place where troops are stationed |
| 4. regiment | d. weapons |
| 5. garrison | e. citizen soldiers |