

Novel·Ties

No Promises in the Wind

Irene Hunt



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 the novel *No Promises in the Wind*. 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 reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? When do you think it takes place? Do you think it will be serious or humorous? Have you read any other books by Irene Hunt?
2. This novel tells of an era in United States history referred to as "The Great Depression." Information concerning this period will enable you to have a better understanding of Josh's family situation and conditions in the country. Read the Background Information on page two of this study guide and do some additional research on the Great Depression. Find out the years of the Depression, what caused the Depression, and what effect it had on people throughout the country.
3. Compare the economic conditions of the Great Depression to the economic conditions today. How are they the same? How are they different? Do some research to find out what measures the federal government provides to protect the population from total economic devastation.
4. Have you ever considered running away from home? What might cause you to take such drastic action? How would you survive on your own? How do you think your family and friends would view your departure? Can you think of any circumstances in which a child might be encouraged to leave home?
5. Read the Background Information on page two of this study guide and do some additional research to learn about Prohibition. Find out the years it was in effect, the motivation for its passage into law, and the reasons for its dismal failure and ultimate repeal.
6. The most dramatic way to appreciate the Depression is to see the human suffering it caused. Locate photographs and documentary films that depict the era. Share these images with your class.
7. **Cooperative Learning Activity:** Work with a small group of your classmates to discuss the effect of poverty and hopelessness on a family unit. What might happen to a loving family if the breadwinners lose their jobs? How might the situation have been worse during the Depression, a time when there was no government financial aid or social agencies to help desperate people?
8. Obtain a road map of the United States. Locate Chicago, Illinois. As you read, trace the boys' journey from their home as they set out on their own.
9. Become familiar with the slang and words of the depression era that you will find in the Glossary on page four of this study guide. Refer back to these words and their definitions as you encounter them in your reading of the book.

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. rancor | a. leftovers |
| 2. docile | b. untidy |
| 3. disheveled | c. owner |
| 4. paltry | d. deep-seated ill will |
| 5. arpeggio | e. petty; worthless |
| 6. remnants | f. notes of a chord played in succession |
| 7. absurdity | g. foolishness |
| 8. proprietor | h. obedient; weak |

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1. After an entire day of cleaning the house, everyone looked _____.
2. An excellent pianist, she was able to play the _____ with ease.
3. After being fired from his job, he spoke with _____ about his boss.
4. Because there were only a few _____ left from the bolt of fabric, there was not enough to make another outfit.
5. The _____ amount of food they were able to afford would hardly feed their family of five.
6. If you are looking for a pet for a young child, you should look for one with a(n) _____ disposition.
7. The _____ of the store was trying to hire someone to make deliveries.
8. The _____ of the situation made us all laugh.

Questions:

1. What evidence revealed the Grondowski family's poverty?
2. What evidence showed that poverty was widespread in America?
3. What was Josh's special talent?