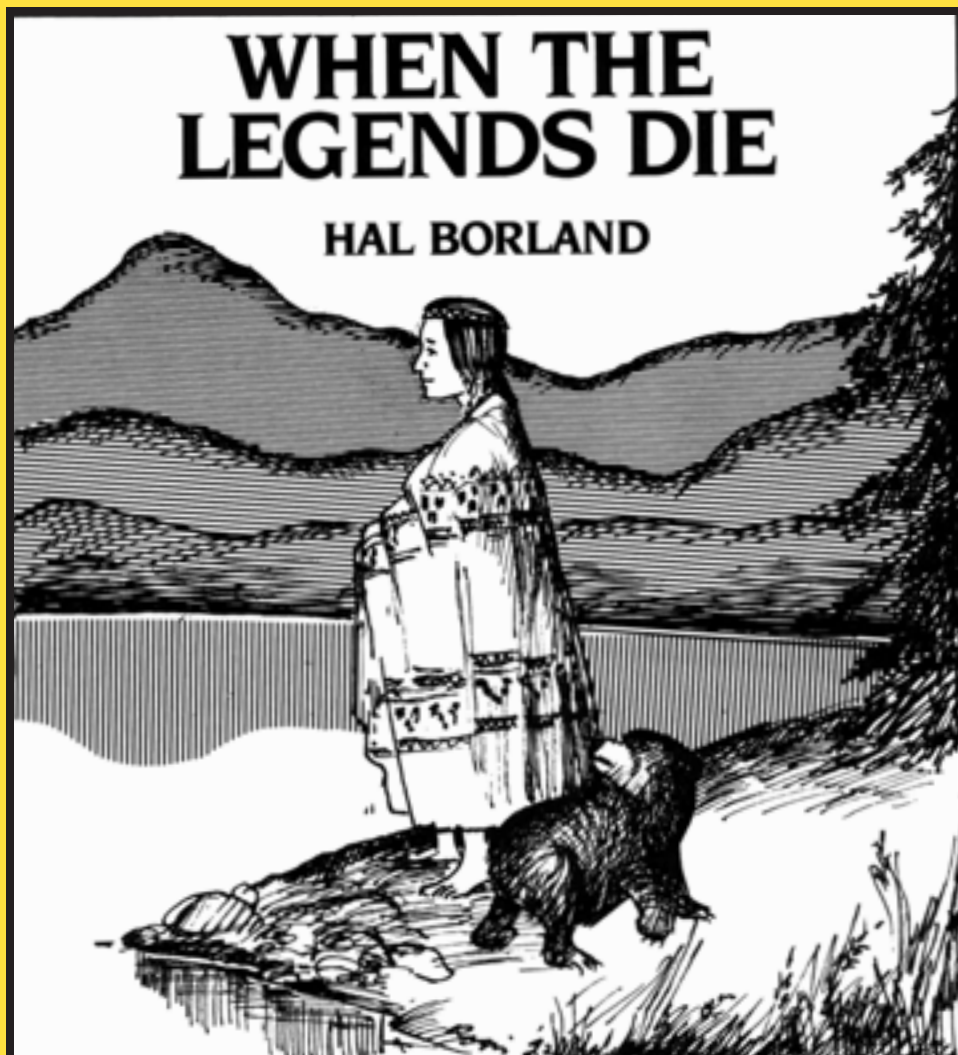


# Novel•Ties



## A Study Guide

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**LEARNING LINKS**

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## TABLE OF CONTENTS

Synopsis . . . . .	1 - 2
Background Information . . . . .	3
Pre-Reading Activities . . . . .	4
Part I:	
Chapters 1 - 6. . . . .	5 - 7
Chapters 7 - 12. . . . .	8 - 10
Part II:	
Chapters 13 - 16. . . . .	11 - 12
Chapters 17 - 21. . . . .	13 - 14
Part III:	
Chapters 22 - 27. . . . .	15 - 16
Chapters 28 - 33. . . . .	17 - 19
Chapters 34 - 41. . . . .	20 - 21
Part IV:	
Chapters 42 - 45. . . . .	22 - 23
Chapters 46 - 49. . . . .	24 - 25
Cloze Activity . . . . .	26
Post-Reading Activities . . . . .	27
Suggestions For Further Reading. . . . .	28
Answer Key . . . . .	29 - 32

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *When the Legends Die*. 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.

## BACKGROUND INFORMATION

### The Utes

The Ute Indians have been continuous residents of Colorado longer than any other group of people. They are the people for whom the state of Utah is named, originally living in the mountains and plains of Colorado and Utah, as well as in northern New Mexico. Once a tribe of gatherers, the Utes became skilled and aggressive warriors when they obtained horses from the Spaniards in the 1600s. Horses also enabled the Utes to hunt buffalo on the Great Plains. Life changed drastically for the Utes when the United States government acquired the Western lands and white settlers and miners moved in. With a leader named Ouray as spokesman for all the Ute people, treaties between the government and the Utes were signed in the 1860s and 1870s. As a result of the treaties, the Utes were eventually assigned three reservations in Colorado and Utah.

Central to the traditional life of the Utes is a religion that is based on a reverence for nature. The religion encompasses a belief in a supreme being as well as a number of powerful spirits and animal gods. Even with the influence of Christianity upon the Ute people today, traditional beliefs and ceremonies are still held sacred, and the Utes continue to maintain a strong tie to their cultural past.

### About the Author

Hal Borland was born as Harold Glen Borland on May 14, 1900 in Sterling, Nebraska. As a young man, he worked his way across the United States, spending time in every state before he reached the age of thirty. His professional career included numerous newspaper jobs across the country, and from 1937 to 1943, he was a staff writer for the *New York Times Sunday Magazine*. Borland's first published work, a book of verse, was printed privately in 1922. Then in 1924, Doubleday published his book *Rocky Mountain Tipi Tales*. In the years that followed, Borland wrote novels for adults and young people, essays, magazine articles, nonfiction books, autobiographies, and documentary scripts. Borland was also a contributing editor for *Audubon Magazine* from 1967 to 1978.

Known as a naturalist and conservationist, Borland's deep appreciation for nature is apparent in *When the Legends Die* which has been printed in nine foreign languages. In addition, the book was chosen as a Reader's Digest Book Club Selection and produced as a film in 1972.

Hal Borland died in Sharon, Connecticut in 1978. A collection of his manuscripts and working papers is held at the Beinecke Library at Yale University, and his personal papers and correspondence have been collected by the Library of Congress. In addition, nature trails have been established in Borland's name in the states of Connecticut and Massachusetts.

## PART I: CHAPTERS 1 - 6

**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. stifle   | a. material used to start a fire            |
| 2. kindling | b. withhold, restrain                       |
| 3. venison  | c. dissolving out soluble parts             |
| 4. carcass  | d. tough tissues that hold muscles to bones |
| 5. sinews   | e. dead body of an animal                   |
| 6. leaching | f. deer meat                                |

.....

- Our car swerved to avoid the deer \_\_\_\_\_ that was blocking the road.
- I put my hand over my little sister's mouth to \_\_\_\_\_ her cry as we saw an intruder try to enter our house.
- Water from the stream was run through the rice, \_\_\_\_\_ out all its impurities.
- She sent the boy to gather \_\_\_\_\_ so that we could start the campfire.
- The families of the successful hunters all had \_\_\_\_\_ to last them through the winter.
- We asked the butcher to remove the \_\_\_\_\_ from the meat so that it would be tender enough to eat.

### Questions:

- What events led up to George Black Bull's decision to work at the sawmill?
- Was Blue Elk sincere when he said, "I worry for my people"?
- What tactics were used to keep George Black Bull and the other Ute men indebted to the sawmill?