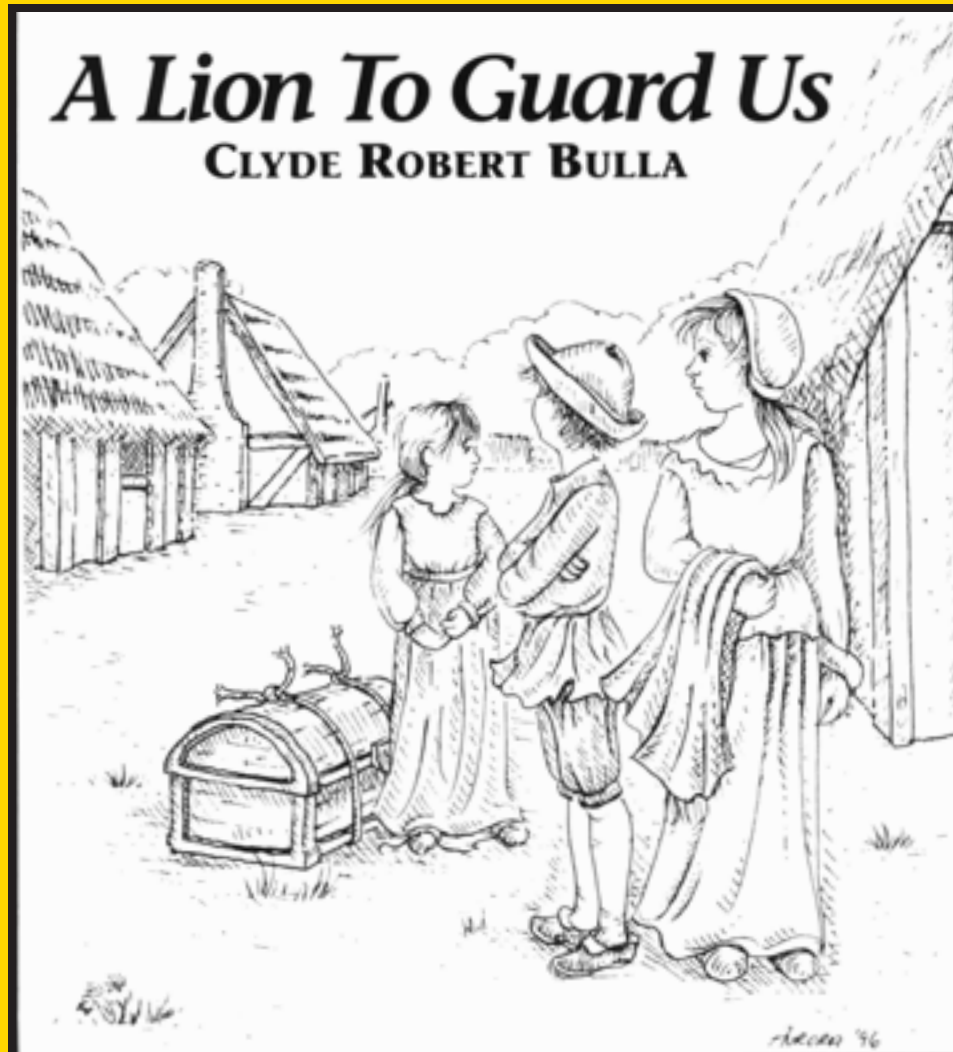


# Novel•Ties



## 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.

## 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? Where and when do you think the events in the story take place? Have you read any other books by the same author?
2. Read the Background Information on page three of this study guide and do some additional research to learn about the Virginia Company and the Jamestown Colony. Use this information to fill in the first two columns of a K-W-L chart, such as the one below. Return to fill in the third column of the chart after you read *A Lion to Guard Us*.

What I Know -K-	What I Want to Know -W-	What I Learned -L-

3. *A Lion to Guard Us* is an example of historical fiction, a genre of literature in which an author sets story characters and events against actual historical settings. After you read each section of the book, review the Background Information on page three of this study guide to respond to the following questions in a historical fiction journal:
  - Which details in the story are historical facts? What parts are made up by the author?
  - How does the author give you a sense of what it was like to be a child living during the 1600s?
  - How do the details and events in Amanda's day-to-day life in the 1600s compare and contrast with happenings in your life today?
  - If you had an opportunity to live during the 1600s and faced situations similar to Amanda's, what would you have liked best? What would you have disliked?
4. On a map or globe, trace Amanda's sea journey from London England to the Island of Bermuda, and then on to Jamestown, Virginia. What difficulties do you think sea voyagers in the 1600s might have faced on such a journey?
5. Do some research to learn about seagoing vessels of the 1600s. Locate pictures of these ships and display them in your classroom.
6. Begin a time line for *A Lion to Guard Us* starting with February 1609. Record the main events of the story on the time line.

**Chapters I – III (cont.)**

3. Why do Jemmy and Meg spend their days on the back stairs next to the kitchen?  
How does Amanda feel about the children's situation?
4. Why doesn't Amanda's mother meet the sailor when he visits?
5. Why did James Freebold travel to Virginia? Why did the rest of the family have to stay behind in London?
6. Why is Amanda obligated to work so hard in the Trippett house?
7. Why is the brass lion's head door knocker important to the Freebold children?
8. How does Dr. Crider feel about the New World?
9. In what way does Amanda behave responsibly even as she grieves over her mother's death?

**Questions for Discussion:**

1. Do you think Amanda's father was right to journey to the New World without his family?
2. Why do you think Cook treats the three Freebold children so poorly?
3. Why do you think Jemmy and Meg look forward to Amanda's stories?
4. What do you think will happen to Amanda, Jemmy, and Meg now that their mother has died?

**Literary Device: Simile**

A simile is a figure of speech in which two unlike objects are compared, using the words "like" or "as." For example:

She [Amanda] looked in at her brother and sister on the back stairs...  
It hurt her to see them [Jemmy and Meg] there, like two puppies that  
nobody wanted.

What is being compared?

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How is this a good comparison?

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