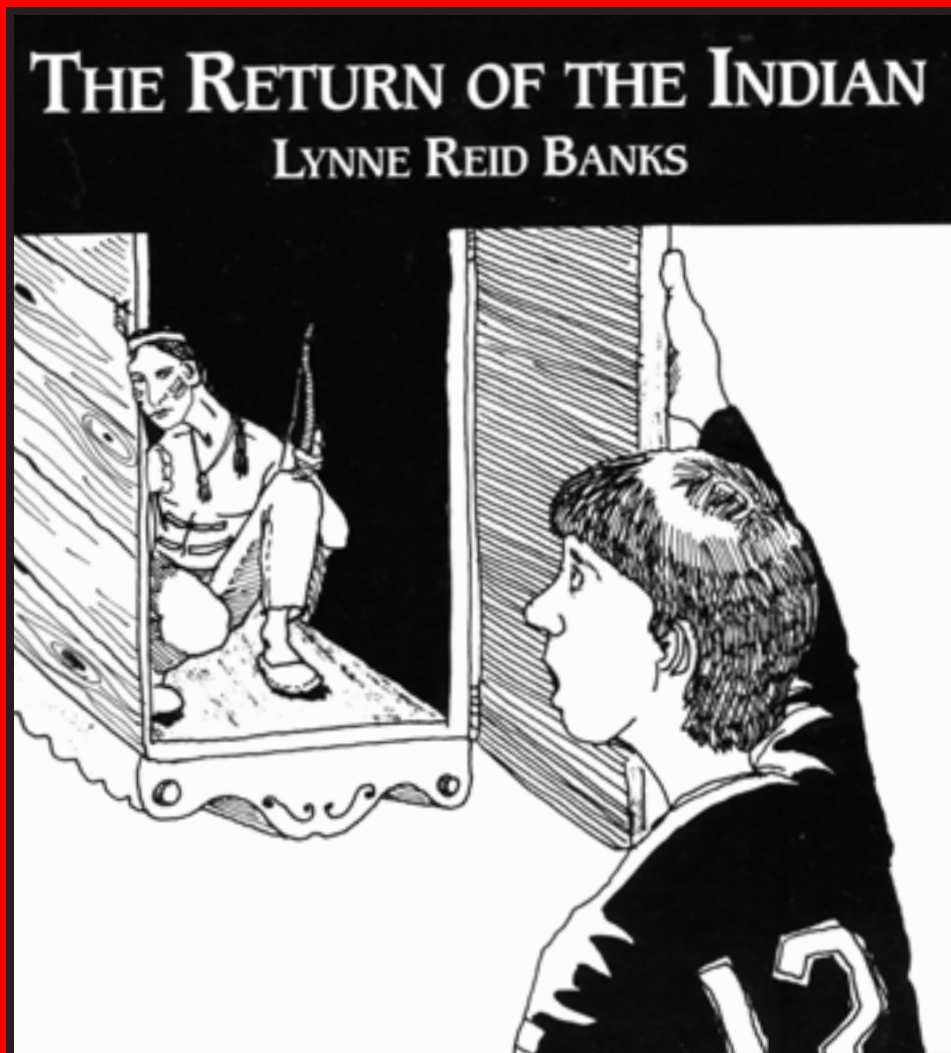


Novel·Ties



A Study Guide

Written By Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

| | |
|--|---------|
| Synopsis | 1 |
| Background Information | 2 |
| Pre-Reading Activities | 3 - 4 |
| Chapters 1 - 3 | 5 - 6 |
| Chapters 4 - 6 | 7 - 9 |
| Chapters 7 - 9 | 10 - 11 |
| Chapters 10 - 12 | 12 - 14 |
| Chapters 13 - 15 | 15 - 16 |
| Chapters 16 - 18 | 17 - 18 |
| Chapters 19 - 21, Epilogue by the Fire | 19 - 21 |
| Cloze Activity | 22 |
| Post-Reading Activities | 23 - 24 |
| Suggestions For Further Reading | 25 |
| Answer Key | 26 - 28 |

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Return of the Indian*. 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.

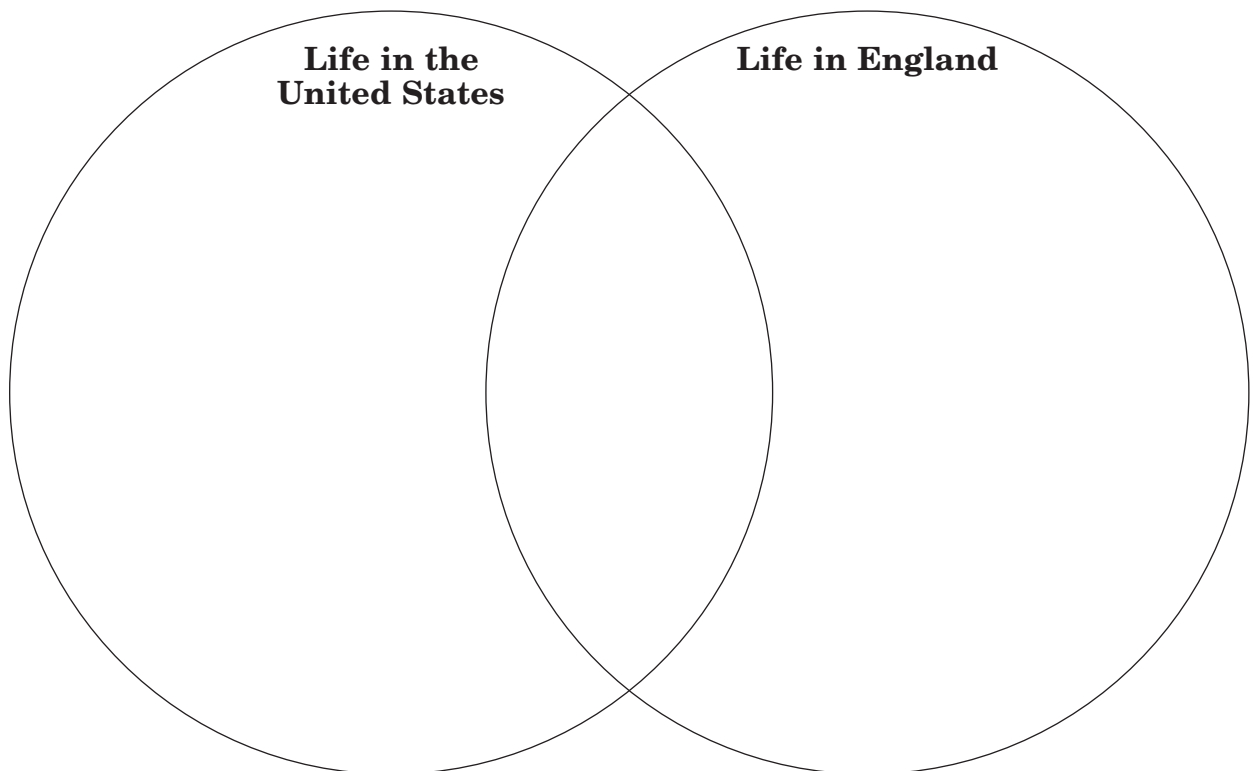
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide 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.

PRE-READING ACTIVITIES

1. Brainstorm with your classmates to record information about the book *Indian in the Cupboard*, which many may know from the book or its film version. Discuss how the book jumps back in time and combines fantasy with historical reality. Also, talk about Omri and Patrick and the toys in the cupboard who come to life.
2. Omri, the main character in this novel, has an opportunity to reach through time and change history. What are the advantages of doing this? What are the dangers? Would you change history if you could? Why or why not? If you did, what would you change?
3. Skinheads, named from their shaved heads, are groups of racist thugs who often commit unlawful acts. Omri is bullied by a group of skinheads. How do you think one should deal with bullies? What are the problems in standing up to them? What are the problems in running away?
4. Omri finds himself responsible for the lives of those in his care. For whom or what are you responsible? How do you view this responsibility—as a privilege or a burden? Explain. What do we learn by shouldering responsibility?
5. This novel takes place in England. Although some of the expressions used by Omri and his friends might be different from those you use, Omri's daily life is probably not very different from yours. As you read the novel, use a Venn diagram, such as the one below, to keep track of any similarities and differences you find between life in the United States and life in England.



CHAPTERS 1 - 3

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. antagonism | a. steadfast |
| 2. arcade | b. talked intimately |
| 3. evasive | c. showing a generous spirit |
| 4. communed | d. hostility |
| 5. reverently | e. height |
| 6. magnanimous | f. seeking to escape by trickery |
| 7. stalwart | g. dreadful |
| 8. acquisition | h. covered passageway |
| 9. stature | i. respectfully |
| 10. dire | j. something gained |

.....

- Everyone admired the victorious army for their _____ attitude toward the conquered enemy.
- Forgetting to buckle your seat belt can have _____ consequences.
- The open _____ between the warring factions at the peace talks was not a good sign.
- Despite his small _____, the weight lifter was very powerful.
- Without enough men to fight the enemy, the general decided to take _____ actions.
- I have just added a recent _____ to my stamp collection.
- The athlete held her gold medal _____.
- I visited the shops along the sides of the _____.
- The _____ supporters would not desert their political candidate after the scandal broke.
- After having been parted for many months, the two friends _____ with each other for hours.