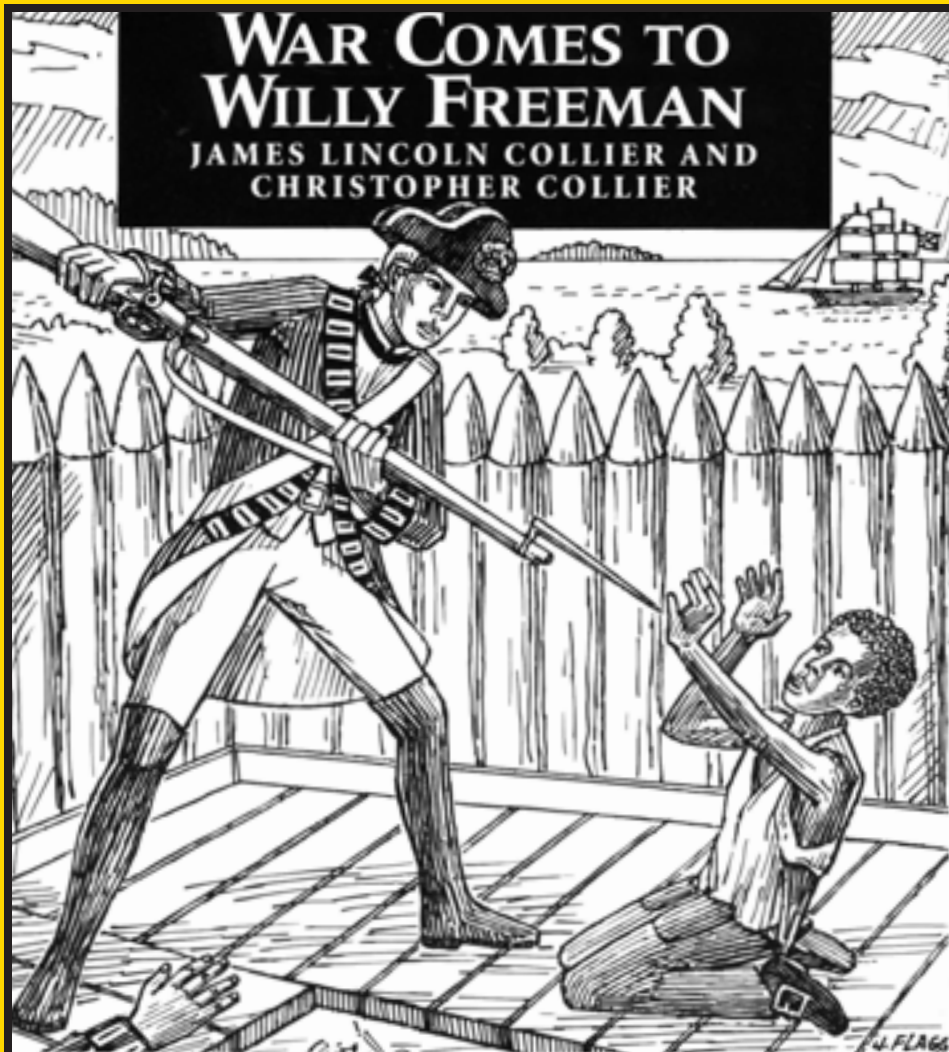


# Novel·Ties



## A Study Guide

Written By Duncal Searl

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

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

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information / Historical Places and Events in the Novel . . . . .	2 - 3
Pre-Reading Activities . . . . .	4
Map: New York / Connecticut . . . . .	5
Chapters 1, 2 . . . . .	6 - 8
Chapters 3, 4 . . . . .	9 - 11
Chapters 5, 6 . . . . .	12 - 13
Chapters 7, 8 . . . . .	14 - 15
Chapters 9, 10 . . . . .	16 - 17
Chapters 11, 12 . . . . .	18 - 19
Chapters 13, 14, Afterword . . . . .	20 - 21
Cloze Activity . . . . .	22
Post-Reading Activities . . . . .	23
Suggestions For Further Reading . . . . .	24
Answer Key . . . . .	25 - 26

---

*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 a specific novel. 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.

## **Prison Ships**

Both the Americans and the British captured many enemy soldiers during and after battles. Exchanges of prisoners between the two armies took place from time to time. The British typically used old and unseaworthy ships as prisons for the captured soldiers. Most of these were anchored in and around New York harbor. Since the British navy controlled the harbor, the ships were easy to guard. As in most eighteenth-century prisons, living conditions in the prison ships were terrible.

## **Sam Fraunces and Fraunces Tavern**

Sam Fraunces was a loyal patriot during the Revolution, even though his tavern was used by the British during the occupation of New York City. After the Revolution, Congress voted Fraunces a sum of 200 pounds for his help during the war. Soon after that, Fraunces changed the tavern's name from the Queen's Head to Fraunces Tavern. The tavern is still standing at the corner of Broad and Pearl Streets in downtown Manhattan. Part of it is a museum, but the bottom floor still operates as a restaurant.

## **Surrender of Lord Cornwallis**

After late 1778, most of the major battles of the Revolution took place in the Southern colonies. A decisive battle occurred at Yorktown, Virginia in October of 1781. There a combined American and French Army surrounded the British army of Lord Cornwallis. With no hope of escape, Cornwallis decided to surrender his 8,000 soldiers and sailors. Cornwallis' surrender convinced the British that the war was too costly and too much trouble to continue, and the fighting in America ended.

## **Arabus v. Ivers Trial**

Jack Arabus, a Connecticut slave, was given his freedom in return for joining the American army. When the war ended, Captain Thomas Ivers, Arabus's former owner, tried to return Jack to slavery. Arabus went to court and sued successfully for his freedom. This trial established precedent, guaranteeing the freedom of about three hundred former Connecticut slaves who fought in the American Revolution.

