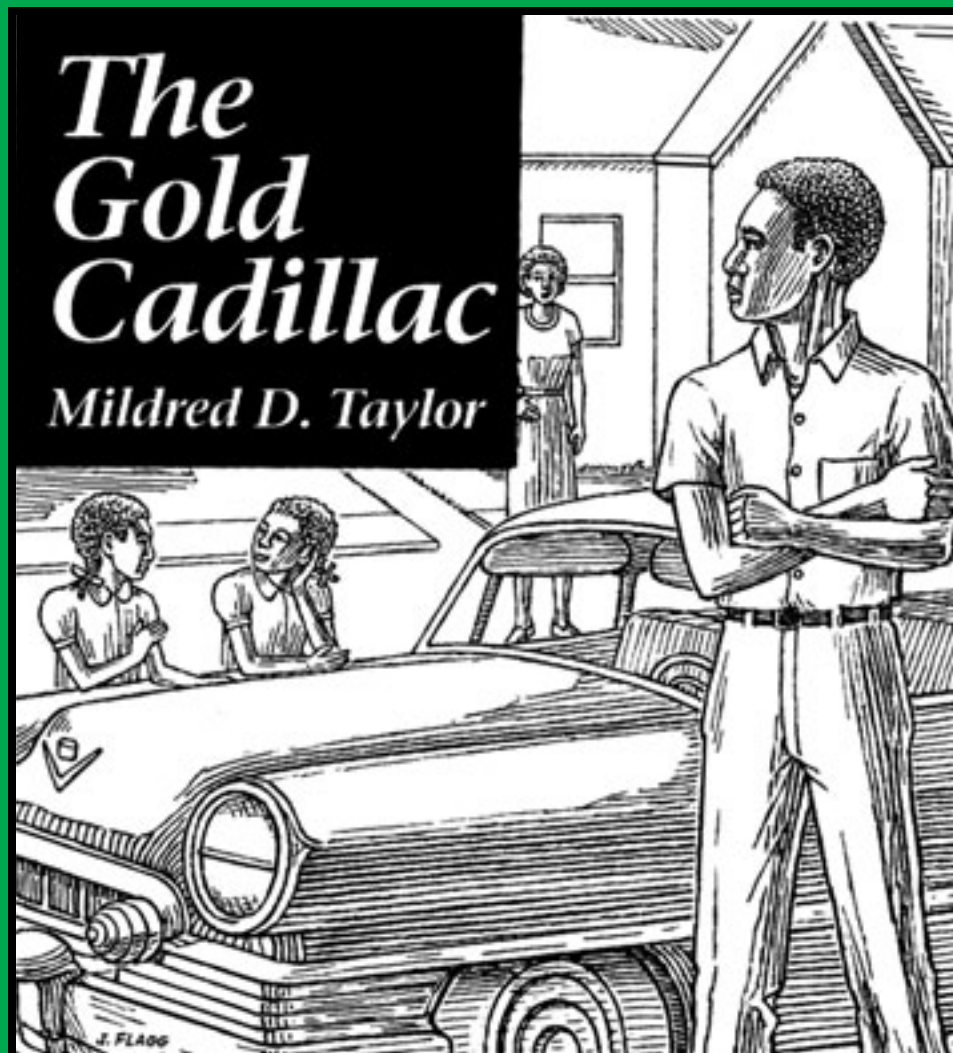


Novel•Ties



A Study Guide

Written By Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

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For the Teacher

This reproducible study guide to use in conjunction with the novel *The Gold Cadillac* 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.

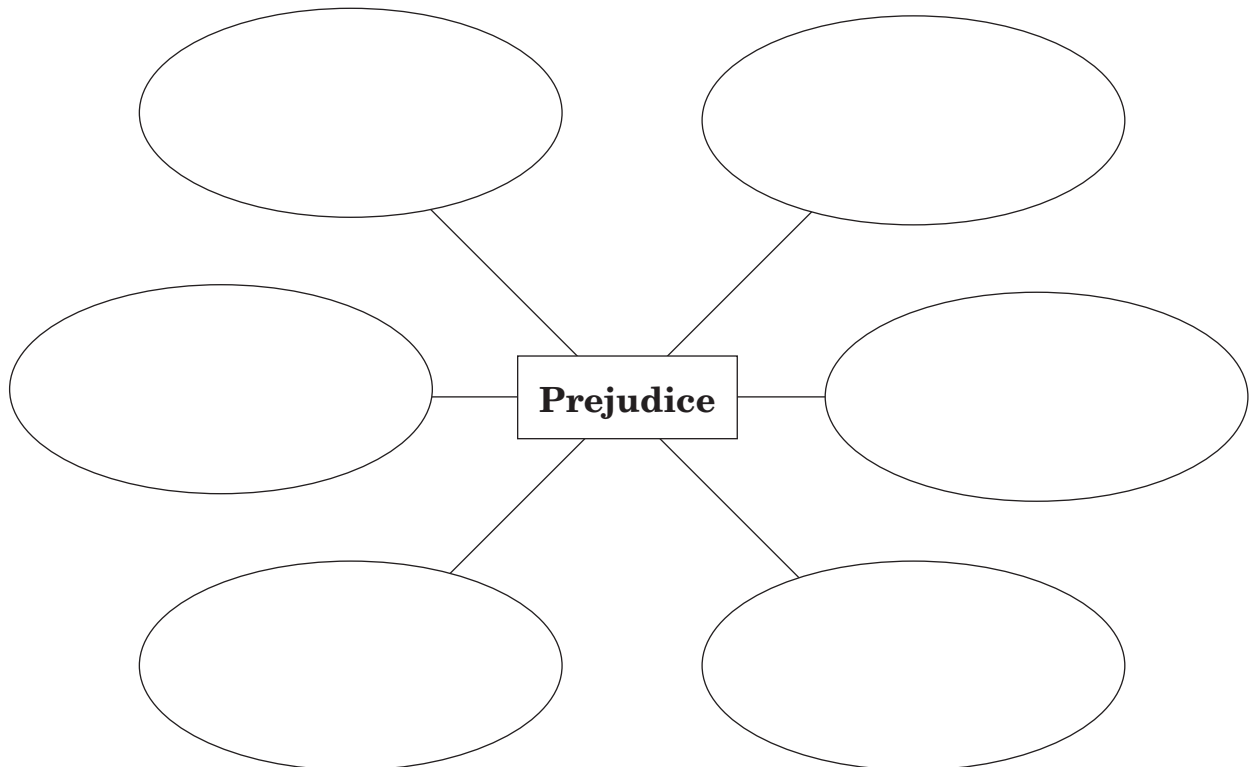
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its 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. Where and when do you think the story takes place? What do you think the book is about? Have you read any other books by the same author?
2. If you could have the car, or any other object of your dreams, what would it be? Why would this be special for you? How do you think your family and friends would react? Do you think anyone might be jealous of you or treat you badly?
3. This story deals with prejudice. If you don't know what this word means, look it up in a dictionary. What comes to your mind when you think of the word "prejudice"? Write your thoughts in the circles below. Then compare your diagram with those of other classmates.



4. **Social Studies Connection:** Read the Background Information on page two of this study guide and do some research to find out about race relations in the United States in 1950, the year this story takes place, just prior to the beginning of the Civil Rights Movement. Find photographs of signs that appeared in public places in the South that read, "White Only, Colored Not Allowed." Find articles and photographs that provide evidence of lynching. Discuss how this background of fear might have affected the lives and the choices made by black people at that time. Also, consider how even small acts of defiance might have required great courage.

UNITED STATES

