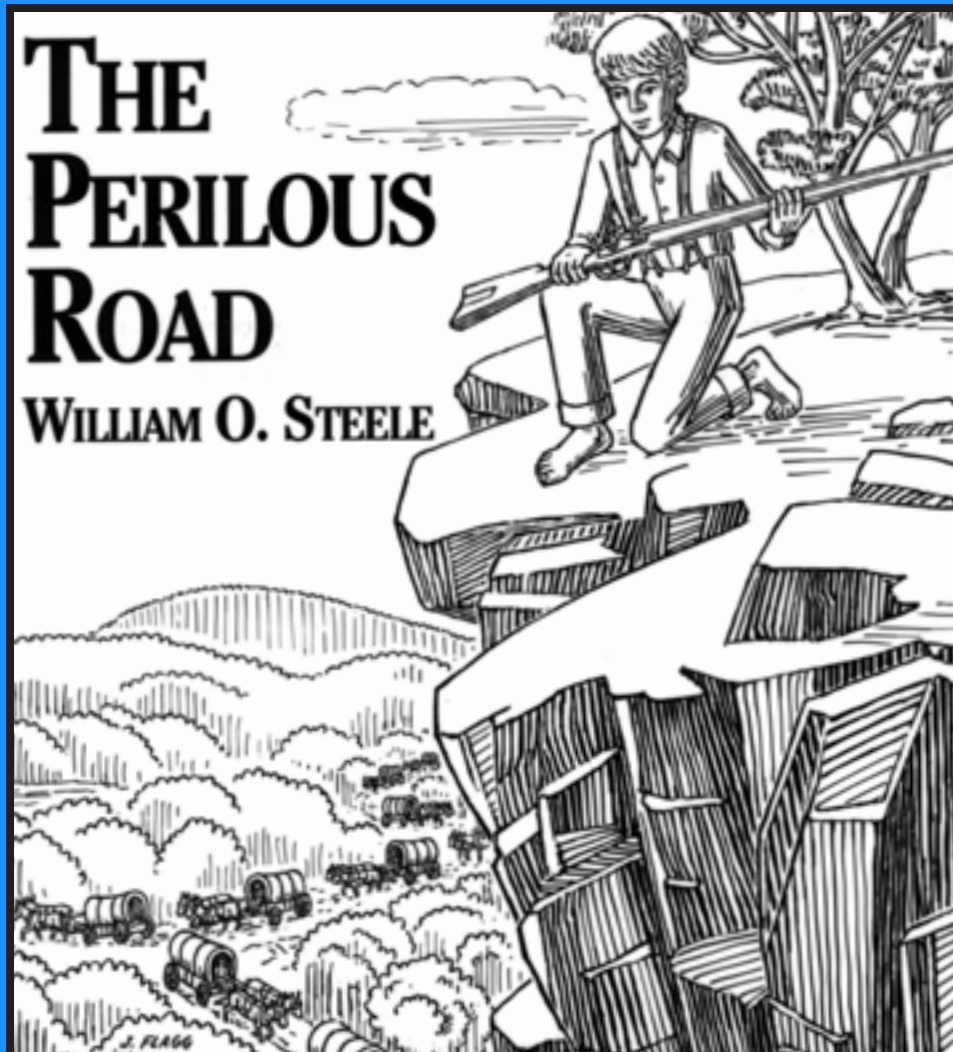


# Novel·Ties



## A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Perilous Road*. 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 guided reading 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 or group of chapters; 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 will be transferred to the books students read independently. Passive readers become active, avid readers.

**PRE-READING ACTIVITIES**

1. With a group of your classmates, brainstorm what you know about the Civil War. Fill in the first two columns of a K-W-L chart, such as the one below, before you begin reading. When you finish reading *The Perilous Road*, return to this chart to correct anything in column one and fill in column three.

**CIVIL WAR**

<p><b>What I Know</b> — K —</p>	<p><b>What I Want to Know</b> — W —</p>	<p><b>What I Learned</b> — L —</p>

2. *The Perilous Road* takes place in Tennessee. Locate Tennessee and Alabama on a map of the United States. Find Walden’s Ridge, Tennessee; Chattanooga, Tennessee; Bridgeport, Alabama; and the Tennessee River, all places mentioned in the book, before you begin reading.
3. Do some research to learn about Tennessee’s role in the Civil War. Was the state on the side of the Union or the Confederacy? What important battles were fought in Tennessee?
4. General Braxton Bragg and General Joseph Wheeler were two Confederate generals mentioned in *The Perilous Road*. Do some research to learn about the lives and the professional histories of these generals. Write short biographies based on your research.
5. **Cooperative Learning Activity:** Work with a group of your classmates to discuss the important events of the Civil War on the following timeline. Then have each person in the group go on a fact-finding mission to the library and research one of the events. Students should report the new information to the group.
  - 1860 South Carolina secedes from the Union
  - 1863 Emancipation Proclamation issued
  - 1863 Lincoln delivers Gettysburg Address
  - 1865 Lee surrenders to Grant at Appomattox
6. Find photographs of the landscape and of people living in rural areas in the Appalachian Mountains. Display these pictures on a bulletin board in your classroom while you read the book to help you visualize the setting.
7. Historical fiction is a story that is set in the past and uses both real and imaginary events and characters to reveal life in the past. With a partner, discuss the advantages and disadvantages of reading historical fiction to learn about a time in the past.
8. Discuss with your classmates the conditions under which war might be justified. Also, discuss why civil war might be more devastating to a country than any other kind of war.

## Chapters 1, 2 (cont.)

5. Why is the preacher traveling to Chattanooga? How does Silas increase his anxiety?
6. Why does Silas stop Chris from shooting at the Union soldiers while they are taking food from the Brabson's farm?
7. How does Silas misjudge the actions of the Union soldiers?

### Questions for Discussion:

1. Do you think the Union soldiers are justified in taking food and supplies from civilians?
2. What do you think Mr. Brabson means when he says, "Brabsons don't own slaves and never did. This is a rich man's war"?
3. Do you think Chris's feelings toward the Union soldiers might change?

### Literary Devices:

- I. *Personification* — Personification is a literary device in which an author grants human qualities to a nonhuman object, animal, or idea. For example:

Anger swelled up inside his [Chris's] chest so hot and big he couldn't breathe, spread through his body till he thought he'd bust wide open.

What is being personified?

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What does this statement reveal about Chris's state of mind?

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- II. *Cliffhanger* — A cliffhanger is a device borrowed from silent serialized films in which an episode ends at a moment of heightened tension. In a book it is usually placed at the end of a chapter to encourage the reader to continue on to the next part.

What is the cliffhanger at the end of Chapter Two?

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