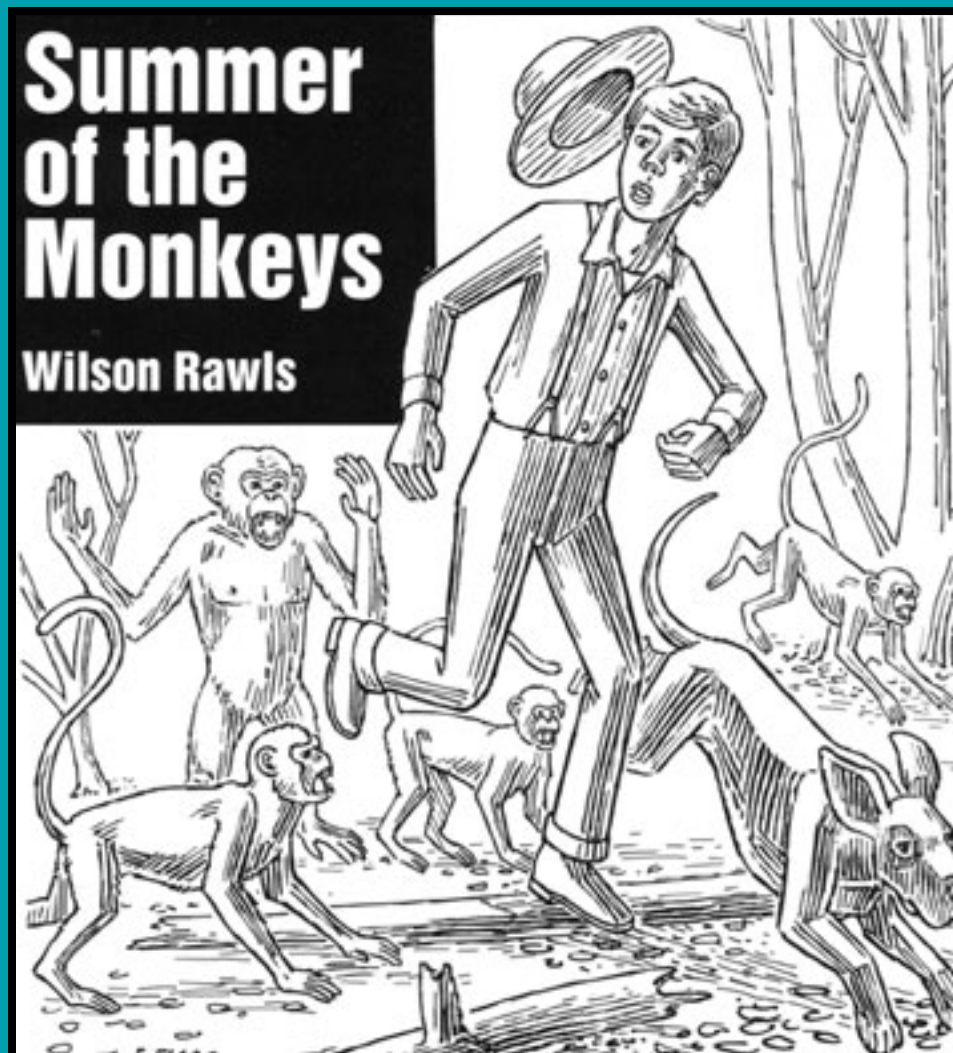


Novel•Ties



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 book takes place? Have you read any other books by the same author?
2. Read the Background Information about the Ozarks and the Cherokee Nation on page two of this study guide and do some additional research to learn more about the region and the Native Americans who once inhabited it. Brainstorm with your classmates to fill in the first two columns of a K-W-L chart such as the one below. After you finish reading the book, return to the chart and fill in the third column.

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

3. On a map of the United States locate the following places mentioned in the novel: the Ozark Mountains, the states of Missouri and Oklahoma, the Illinois River, Oklahoma City, and Tahlequah (also in Oklahoma).
4. Obtain a map of Oklahoma as it was in the late 1800s. According to the description in Chapter One of the novel, find the area where the Lee farm is located. What effect do you think this location might have had on the life of farm families like the Lees? As you read on, find the other areas of Oklahoma mentioned in the story.
5. **Social Studies Connection:** *Summer of the Monkeys* is set in northeastern Oklahoma in the late 1800s. Do some research to find out about life in this area at that time. Consider these questions:
 - What was it like to live on a farm in rural Oklahoma?
 - What was the relationship between white settlers and the Cherokees?
 - How did teen-age boys occupy their time? What about teen-age girls?
 - Was there any formal schooling? If not, how did children receive an education?
 - What were country stores? What goods did they sell?
 - What kind of medical care existed? Which diseases were dreaded the most, and why?
6. If you had one wish, what would you wish for? Would your wish be for yourself or someone else? If your wish came true, how would it impact your life or the lives of others?
7. **Cooperative Learning Activity:** Jay, the main character in this novel, is faced with the task of capturing a group of escaped circus monkeys. The problem is that he has no idea how to do this. Suppose that you were in a similar situation. In a cooperative learning group, work with your classmates to create a plan. When you read the novel, compare your plan with those devised by Jay and his grandpa.
8. Have you read any other books of fiction set in the United States in the 1800s? If so, where did these stories take place? Do you think life then was easier or harder for young people than it is today? Would you prefer to live then or now? Explain.
9. Jay has a special, loving relationship with his dog. How do you think young people can benefit from having a loving relationship with one or more pets?

Chapters 1 – 3 (cont.)

Questions:

1. Why does Daisy's disability cause her family to feel guilty?
2. How did Jay's family first come to live in the middle of the Cherokee Nation? Why were the Lees happy to move there?
3. Why does Jay joke that he might have been in the African jungle instead of the river bottoms?
4. How does Grandpa think that Jay might benefit from the monkeys' presence?
5. Why is the chimpanzee worth much more to the circus than the monkeys?
6. What plan does Grandpa devise to catch the monkeys? How does Jay feel about the plan?
7. Why does Jay's father readily agree to his monkey-catching plans, while his mother is apprehensive?
8. Why doesn't Jay proclaim his disbelief in Daisy's Old Man of the Mountains?

Questions for Discussion:

1. How do you think Daisy maintains her good spirits despite her disability? Why do you think she has a special bond with animals?
2. Why do you think Jay and his grandfather have such a close relationship?
3. Do you think Grandpa's traps will work?
4. Why do you think Daisy tells Jay about the Old Man of the Mountains?

Literary Element: Setting

Setting refers to the place and time in which the events in a work of fiction occur.

What is the setting of this novel?

What details of the setting make the story seem real?
