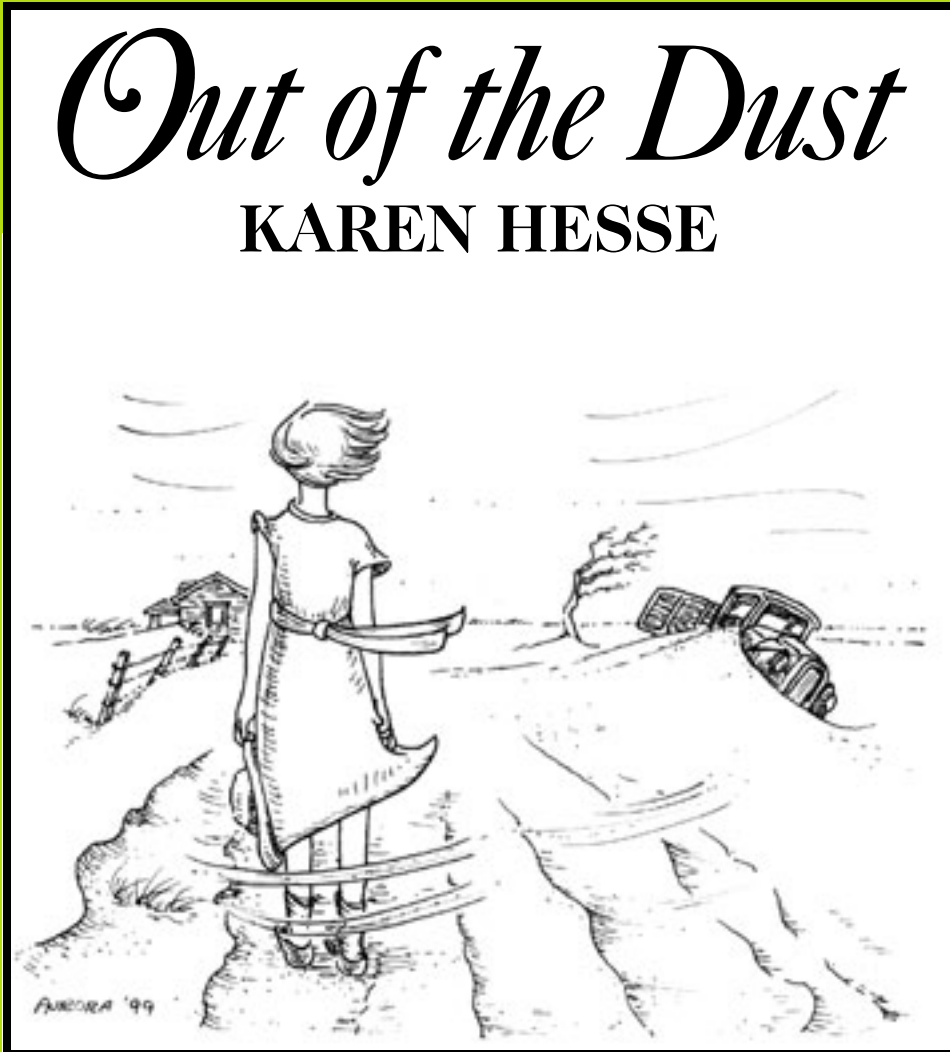


Novel•Ties

Out of the Dust
KAREN HESSE



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 *Out of the Dust*. 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 AND DISCUSSION QUESTIONS

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 this book will be about? Do you think it will be humorous or serious? When do you think it takes place? Open the book and look at several pages. What is strikingly different about this novel?
2. Read the Background Information about blank verse on page two of this study guide. *Out of the Dust* is a series of poems written in blank verse. Why do you think an author would write a novel in verse? What ideas can be better conveyed through poetry than through prose?
3. **Social Studies Connection:** The setting of this novel is the Dust Bowl during the Great Depression. Read the Background Information on page two of this study guide and do some additional research to learn more about this time and place. Report your findings to your class. Try to locate photographs of the Dust Bowl. What do these photographs reveal about life in the Dust Bowl? What clues might they provide about the novel?
4. A theme in a novel is its central idea or message. The importance of family is a major theme in *Out of the Dust*. Another theme is the struggle against adversity. What is adversity? What kinds of adversity do most people face in their daily lives? If you researched the Dust Bowl, what kinds of adversity did the people who lived there encounter? How might these two themes—the importance of family and the struggle against adversity—be related?
5. **Science Connection:** Do some research on the topic of soil conservation. Prepare an oral report on different types of soil erosion and methods developed to fight each type. Comment on the effectiveness of each method.
6. The colors red and black are referred to over and over again in *Out of the Dust*. As you read, notice when these colors are used, and whether they are used in connection with positive or negative images, or both.
7. *Out of the Dust* is a Newbery Medal-winning book. Think of other award-winning books you have read. What qualities do these books have in common? As you read this novel, decide why it was selected to receive this prestigious award.
8. Use the Response Journal Sheet on page four of this study guide to record your own reactions to the novel and to respond to the “Response Journal” sections. Make copies of this page as needed.

WINTER 1934

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. bawl	a. murmur
2. bounty	b. restless
3. coo	c. bet
4. civil	d. wail
5. crouch	e. generosity
6. fidgety	f. irritated
7. testy	g. polite
8. wager	h. stoop

.....

1. I became _____ when I had to sit still for an hour.
2. I love to listen to the soft _____ of doves.
3. We found it difficult to be _____ in the presence of their rude behavior.
4. The hunters planned to _____ behind a bush and wait for their prey.
5. Only a fool would _____ all his money.
6. The librarian always gets _____ when we talk too loud.
7. Mter a good harvest, the barn was filled to overflowing with nature's _____.
8. When they realized they were lost, the frightened children began to _____.

Questions:

1. What evidence showed that the Kelby family was very poor?
2. Why did Billie Jo criticize the killing of rabbits?
3. Why were Livie and her family moving away?