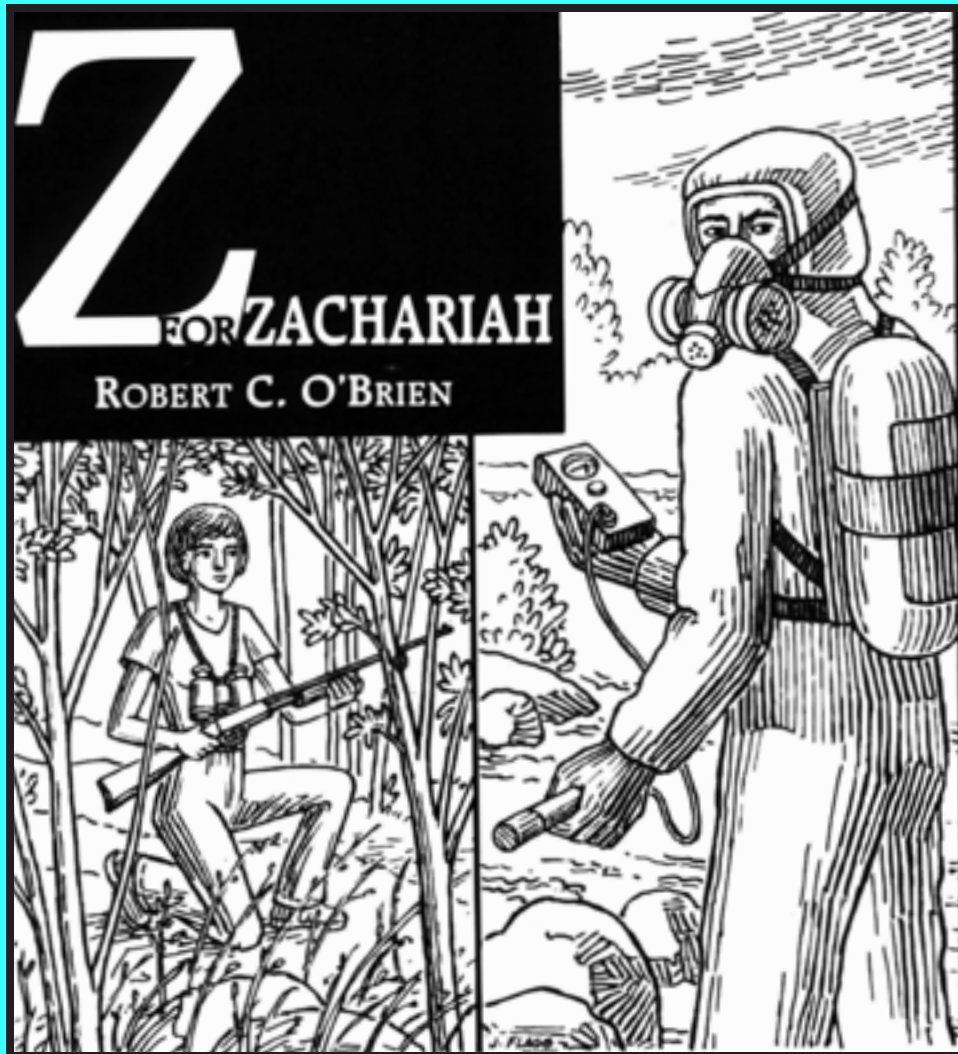


Novel•Ties



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 *Z for Zachariah*. 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

1. Preview *Z for Zachariah* by reading the title and author's name and by looking at the illustration on the cover of the book. What do you think the book will be about? Where and when do you think it takes place? Have you read any other book by the same author?
2. Survival is a central theme of this novel. List some other survival stories you have read, or movies about survival you have seen. What are some common problems that characters in survival stories face? What kinds of skills are helpful? If you knew ahead of time that you would have to survive in a challenging environment, what items would you take with you?
3. Take a classroom survey to determine your classmates' feelings about a nuclear threat. Your questions might include the following:
 - On a scale of 1-10, with 10 being the highest, how would you rate your fear of a nuclear war during your lifetime?
 - Do you think there should be a greater effort, world-wide, to eliminate nuclear weapons?
 - Would you be in favor of eliminating nuclear power plants if it meant your family's electric bill would double?

Compile the results and represent them on a graph or chart.

4. **Cooperative Learning Activity:** Divide your class into four research groups. Each group should research one of the following topics, and then present its information to the entire class.

Nuclear Weapons: When were they developed? By whom? Who used them first? Where? Why?

Nuclear Disaster: What would be the effects of a nuclear disaster? What is fallout? What is radiation sickness?

Treaties: What is the Comprehensive Test Ban Treaty, the Strategic Arms Reduction Treaty, and the Ballistic Missile Launch Notification Agreement?

Nuclear Power: Are nuclear reactors used as sources of power in your area? What are the arguments for and against them?

5. This novel is composed of journal entries. What other books have you read that take this form? Why do you think people through the ages have felt a need to keep journals? Why are journals that were written several hundred years ago particularly interesting to historians? What famous person's private journal would you like to read? What would be the advantages and disadvantages, in your opinion, of keeping your own personal journal?

CHAPTERS 1 - 3

Vocabulary: Analogies are equations in which the first pair of words has the same relationship to each other as the second pair of words. For example: SAD is to HAPPY as TRUE is to FALSE. Both pairs of words are opposites. Complete the analogies below with words from the Word Box.

WORD BOX		
companionable	fescue	pond
cord	mirage	radiation

1. THERMOMETER is to TEMPERATURE as GEIGER COUNTER is to _____.
2. QUART is to LIQUID as _____ is to WOOD.
3. STREAM is to RIVER as _____ is to LAKE.
4. FORSYTHIA is to BUSH as _____ is to GRASS.
5. _____ is to FRIEND as ANTAGONISTIC is to ENEMY.
6. BRUTAL is to CRUEL as _____ is to ILLUSION.

Questions:

1. Why has Ann Burden been living alone for the past year? What happened to her family?
2. Why did Ann hide?
3. Why was Ann keeping a journal?
4. Why did Ann move her possessions into a cave in the hill?
5. What basic survival skills did Ann need?
6. Why did Ann presume the man made a mistake by going into the water?

Questions for Discussion:

1. How would you feel about being one of the last people left alive after a nuclear war?
2. What “terrible thing” do you think was happening at the last radio station?