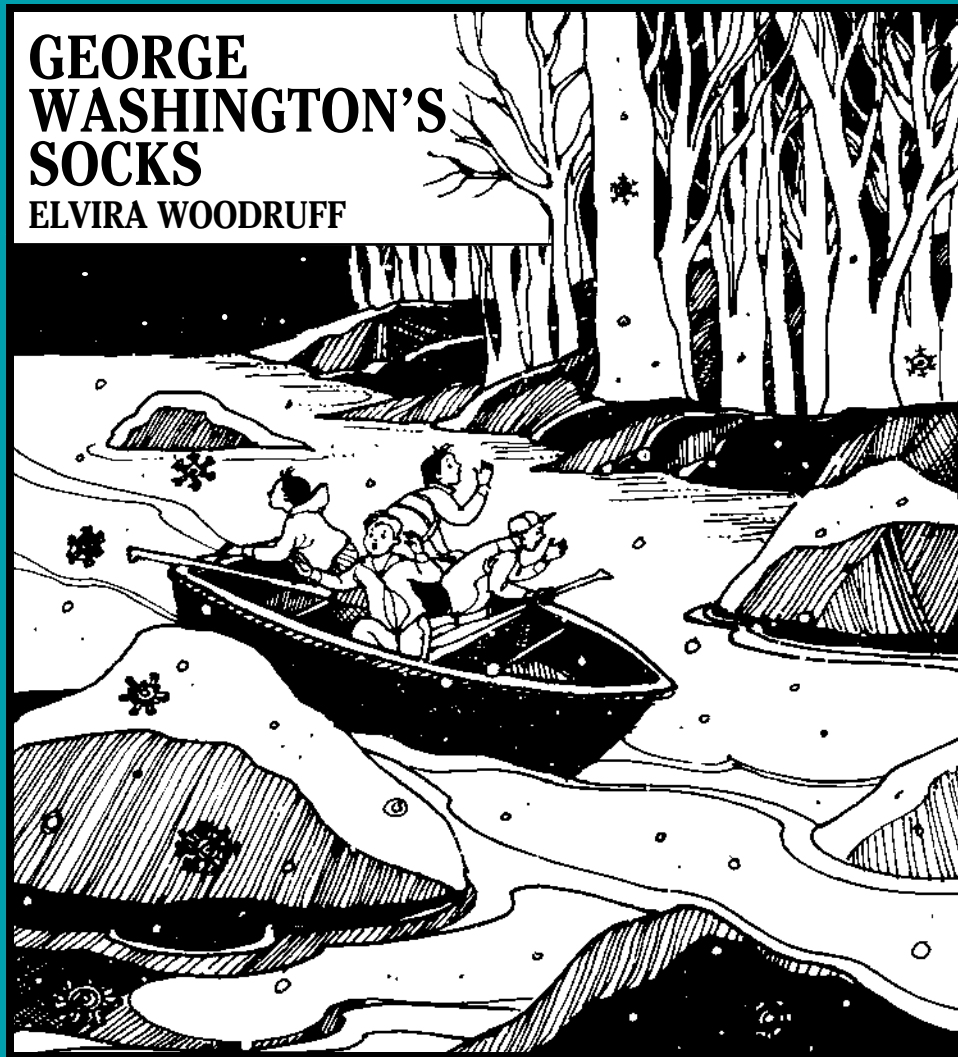


Novel•Ties



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 the book *George Washington's Socks* 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 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.

General Henry Knox

Henry Knox supported the American cause in the Revolutionary War. As early as 1772, he became a member of the Boston Grenadier Corps. He was a volunteer in June 1775 at the Battle of Bunker Hill. He served under General Ward, in charge of the colonials around Boston. In 1775, George Washington arrived in Boston, taking command of the army. He and Knox developed a friendship that would last a lifetime.

After the capture of Boston, Knox helped place Connecticut and Rhode Island in proper defense in preparation for the return of the British. Washington took his forces to defend New York. Knox joined the army there, as the British fleet arrived in New York. The American forces were so inexperienced and outnumbered that they were forced into a retreat. Undaunted by inexperienced, exhausted troops, Washington made his famous trip across the Delaware River, directed by Knox, to surprise the Hessian forces at Trenton. This successful attack gave a much needed boost to the American morale, and Knox was promoted to brigadier-general as a result of his service.

General John Glover

In 1775, John Glover was elected Lieutenant Colonel of the recognized Marblehead Militia Regiment in Massachusetts Colony. He was commissioned by General George Washington to procure, equip, and staff two small naval vessels, the forerunners of Washington's Navy.

In 1776, the Marblehead Militia was formally changed to the 14th Continental Regiment. On July 22, they were ordered to leave Beverly, Massachusetts and march to New York. A month later, Glover and his troops were transferred to Long Island. On August 29th, Glover organized and supervised the evacuation from Long Island of 9000 Continental troops with all their equipment, horses, and cannon, at night and under adverse weather conditions.

On Christmas night, Glover and his regiment ferried Washington and his men across the Delaware River. After marching nine miles to Trenton, the 14th Regiment fought valiantly at Trenton but ultimately surrendered.

CHAPTERS 1 – 3

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|---|
| 1. concede | a. power, or a person with the right to make decisions and enforce obedience |
| 2. bayonet | b. person or people who participate in armed resistance against their country or government |
| 3. allegiance | c. weapon with detachable, knife-like blade put on the end of a rifle |
| 4. ammunition | d. support and loyalty to a person, cause, ruler, government, or country |
| 5. rebel(s) | e. admit as true; give in |
| 6. authority | f. collection or storehouse of weapons |
| 7. arsenal | g. material fired, scattered, dropped, or detonated from any weapon |

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- Who would believe that the inexperienced _____ army could ever win against Britain's finest troops?
- It wasn't easy for young men in the colonies to determine whether to give their _____ to King George or General Washington.
- Both King George and George Washington had the _____ and respect needed to lead people.
- Many soldiers had never been in combat or used a(n) _____ before.
- The men hoped that they would not be attacked until they received a new supply of _____.
- The young soldier was unprepared to accept the heavy responsibility of guarding the _____ until the weapons were needed for battle.
- His friend's argument for the rebel cause was so strong that the young boy was forced to _____ his position.

Read to find out why Matt and his friends decide to hike around the lake at night.