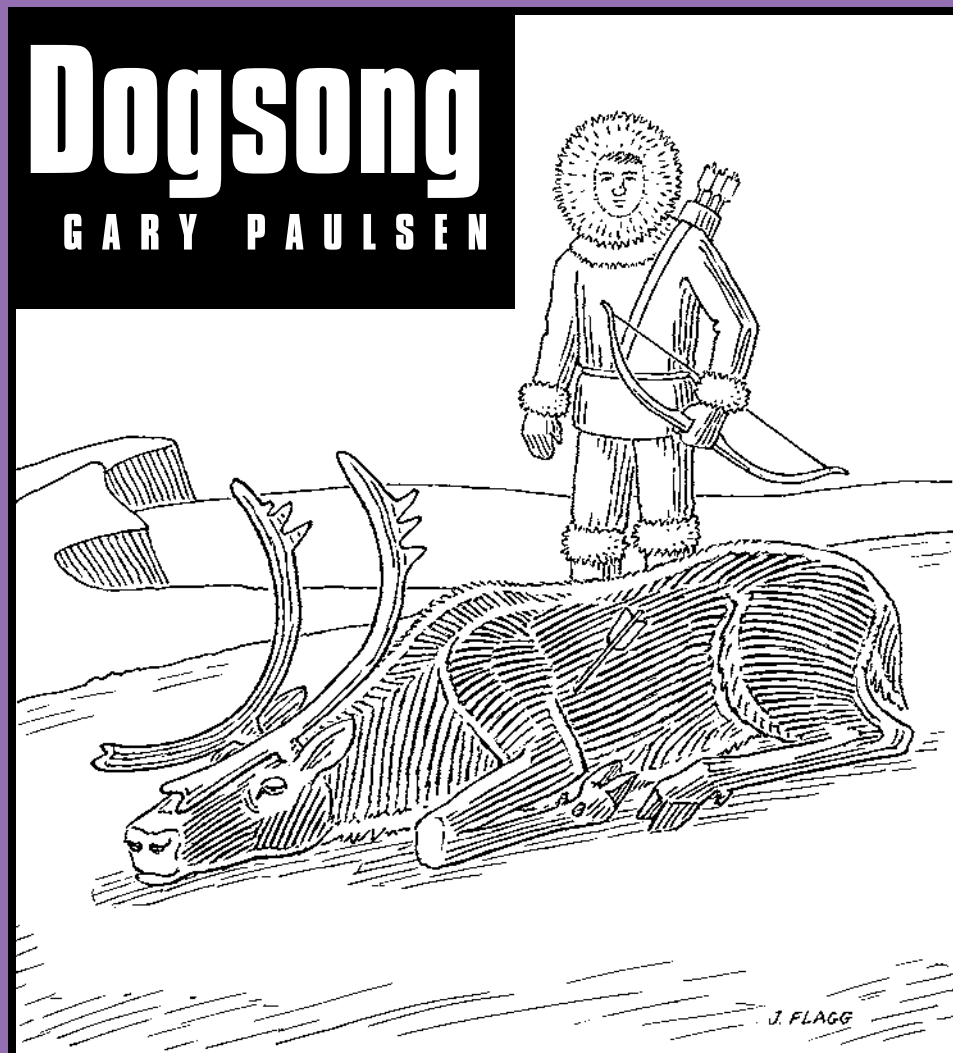


# Novel•Ties



## 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.

There are many dangers to travelers in the Arctic. The Arctic Ocean presents a challenge to those who venture onto its ice. It is frozen, but the ice is unreliable, shrinking in warmer months to expose the black water beneath. The moving ice can easily strand travelers, and the collision of ice sheets can occur with tremendous force.

### **Eskimos/Inuit**

The Inuit people inhabit the seacoasts of the Arctic and sub-Arctic regions of North America and the northeastern tip of Siberia, including parts of the United States, Canada, Russia, and Greenland. Their name for themselves is Inuit, which means the “real people.” They were called Eskimo by the Algonquin Indians of eastern Canada because they wore animal-skin clothing and were skillful hunters. The word Eskimo means “eater of raw meat” and is considered a derogatory term by the people.\*

The Inuit have a remarkable ability to adapt to the difficult environment in which they live. They are very adept at making tools, clothing, and even shelter from all kinds of natural materials. They primarily support themselves by hunting caribou herds and various sea mammals. The young Inuit was traditionally trained to use all parts of animals that they killed and to honor the slain animal with some sort of offering.

In the past, the Inuit depended heavily on the dogsled for transportation over land and icecovered sea. The sled was drawn by dog teams of various numbers, and was usually made of wood. Snowmobiles have replaced dogsleds as the primary mode of transportation in recent years in most areas.

Most Inuit people today are influenced by and involved with modern life as a result of sustained contact with the outside world. They have adopted modern technology and use imported food, clothing, and other items. Their education and religion have also been greatly impacted by non-Inuit cultures.

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\*Note: Although the native population of the Arctic and sub-Arctic regions of North America are now more appropriately referred to as the Inuit, the rest of this study guide uses the term “Eskimo” to conform to the book on which it is based.

## CHAPTERS 1 – 2

**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. tundra       | a. burned low or unsteadily; flickered                           |
| 2. cache        | b. impolite or rude                                              |
| 3. caribou      | c. hard animal fat that is melted down to make candles or soap   |
| 4. discourteous | d. cold, treeless plain near and above the Arctic Circle         |
| 5. opaque       | e. spoiled; smelling or tasting rotten                           |
| 6. guttered     | f. large species of North American deer, related to the reindeer |
| 7. rancid       | g. not allowing light to pass through; not transparent           |
| 8. tallow       | h. hiding place for treasure, food, or ammunition                |

.....

- After it was left out in the hot sun all day, the meat became \_\_\_\_\_.
- With no trees or hills to block it, the wind blew fiercely across the \_\_\_\_\_.
- The campers buried their food and then covered the \_\_\_\_\_ with a large, flat rock to protect it from animals.
- Once electricity was brought to the region, \_\_\_\_\_ for candles was no longer so precious to the Eskimos.
- The flame of the candle \_\_\_\_\_ in the drafty hallway before going out completely.
- It is \_\_\_\_\_ to push and shove to the front of the line.
- Once we washed seven years of dirt off the window, it was no longer \_\_\_\_\_.
- The \_\_\_\_\_ stood very still for a moment, its antlers high in the air, before running gracefully across the field.

Read to find out why Russel is dissatisfied with his life.