

Novel·Ties

Surviving the Applewhites

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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 *Surviving the Applewhites* 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.

CHAPTERS 1 – 4

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to answer the questions below.

- | | |
|--------------|---|
| 1. introvert | a. complete disorder and confusion |
| 2. rustic | b. long, lean, and muscular |
| 3. chaos | c. someone who does not share thoughts and feelings |
| 4. recluse | d. anger |
| 5. wiry | e. person who lives shut away from the world |
| 6. hostility | f. roughly and simply made |

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1. What might you call someone who has chosen to stay in his home for a year without accepting any visitors?

2. How would you describe a cabin in the woods without plumbing or electricity?

3. How might you describe the physique of a long-distance runner?

4. Which word might be used to describe the state of a community after it was hit by a tornado?

5. What word might describe the state of feelings between two nations who want control over the same border town?

6. What might you call someone who keeps his problems to himself?

Chapters 1 – 4 (cont.)

- II. *Allusion*—An allusion is a reference in literature to a familiar person, place, object, event, or saying. One of the characters in this novel is named after a famous nineteenth century American author named Edith Wharton. Read about Edith Wharton in an encyclopedia or on the Internet. Use this information to answer these questions.

What did Edith Wharton write about? _____

Why do you think E.D. is reluctant to share the story of her name with Jake?

In another allusion, Jake states that his time at Traybridge Middle School was the “Jake Semple Reign of Terror.” Do some research on the Reign of Terror during the French Revolution.

What occurred during this period? _____

In what way does Jake’s conduct in school resemble a reign of terror?

- III. *Metaphor*—A metaphor is a suggested comparison between two unlike objects. The words “like” or “as” are not used in a metaphor. For example:

The sound of a chain saw started up outside. “That’ll be Archie. He’s a lark—early to bed, early to rise.” Lucille checked her watch. “Oh, dear. Randolph is bound to yell. He’s an owl, you know. Hates to wake up before ten.”

What is being compared? _____

What is the meaning of these comparisons? _____

Are you a lark or an owl? What makes you think this? _____
