

Novel·Ties

# Gathering Blue

*Lois Lowry*



## 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 novel *Gathering Blue* 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.

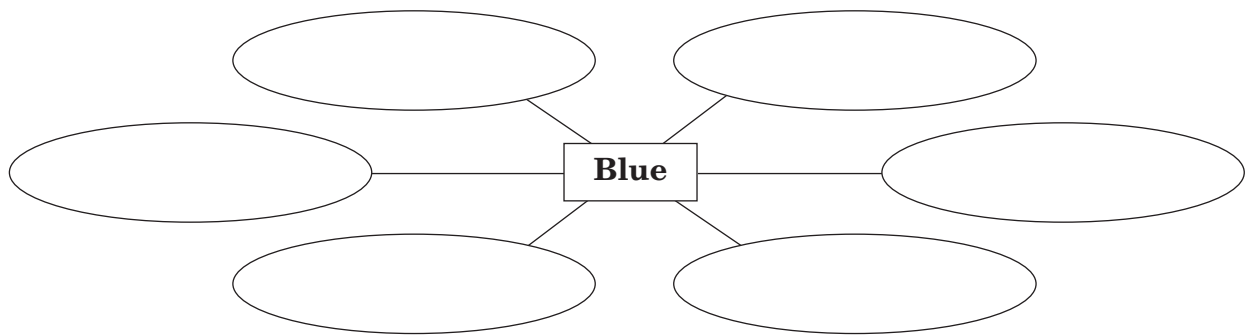
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its 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 QUESTIONS AND ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the photograph on the cover. What do you think this book will be about? Will it be serious or humorous? When and where do you think it takes place? Have you read any other books by the same author?
2. The title of this novel is *Gathering Blue*. What words come to mind when you think of the color blue? On the word web below, write a word in each circle that relates to the color blue. Then compare your diagram with those of your classmates. What words are recorded most often?



After you finish the book, notice whether the color blue was used in a way that relates to any of the words you chose.

3. **Cooperative Learning Activity:** In a small cooperative learning group, discuss the features that a society needs to be civilized. List these features in order of importance, beginning with the most important. As you read *Gathering Blue*, notice which of your features the society in the book possesses and which are lacking.
4. What is the purpose of art? How is it used as self-expression? Why might a government want to control this self-expression? Give examples from history of governments that have done this and the results of this repression.
5. What do you think the world will be like a thousand years from now? Describe the society you imagine. Will things be better or worse than they are now? What events will have occurred to shape the future society?
6. Discuss the meaning of the word *freedom* and its importance to the human spirit. What different kinds of freedom exist? Are there any circumstances under which you would give up your freedom?
7. Why is it important for societies to retell past events for future generations? How might the past help to predict the future? What are the ways that societies record their histories? What might happen if all history were destroyed?
8. People have historically used needlework and tapestries to record important events. Do some research to find photographs and illustrations of such works of art. Share your findings with the class.

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## CHAPTERS 1, 2

**Vocabulary:** Choose a word from the Word Box to replace each underlined word or phrase with a more descriptive word that has a similar meaning. Write the word you choose on the line below the sentence.

WORD BOX			
deter	distributed	forage	sauntered
devoured	diminished	malevolence	tentatively

1. The high cost of living will discourage most young people from settling in the area.  
\_\_\_\_\_
2. Free dinners were handed out to needy families during the holiday season.  
\_\_\_\_\_
3. The rabbits search for food in our garden.  
\_\_\_\_\_
4. The Thanksgiving dinner was eaten hungrily by the guests.  
\_\_\_\_\_
5. The proud parents watched as their small child hesitantly took his first steps.  
\_\_\_\_\_
6. People walked slowly and happily through the park on a warm Sunday afternoon.  
\_\_\_\_\_
7. After ignoring his tenant's serious problems, the landlord became well known for his ill will.  
\_\_\_\_\_
8. The drought has lessened the town's water supply.  
\_\_\_\_\_

Read to find out how Kira faces life on her own.