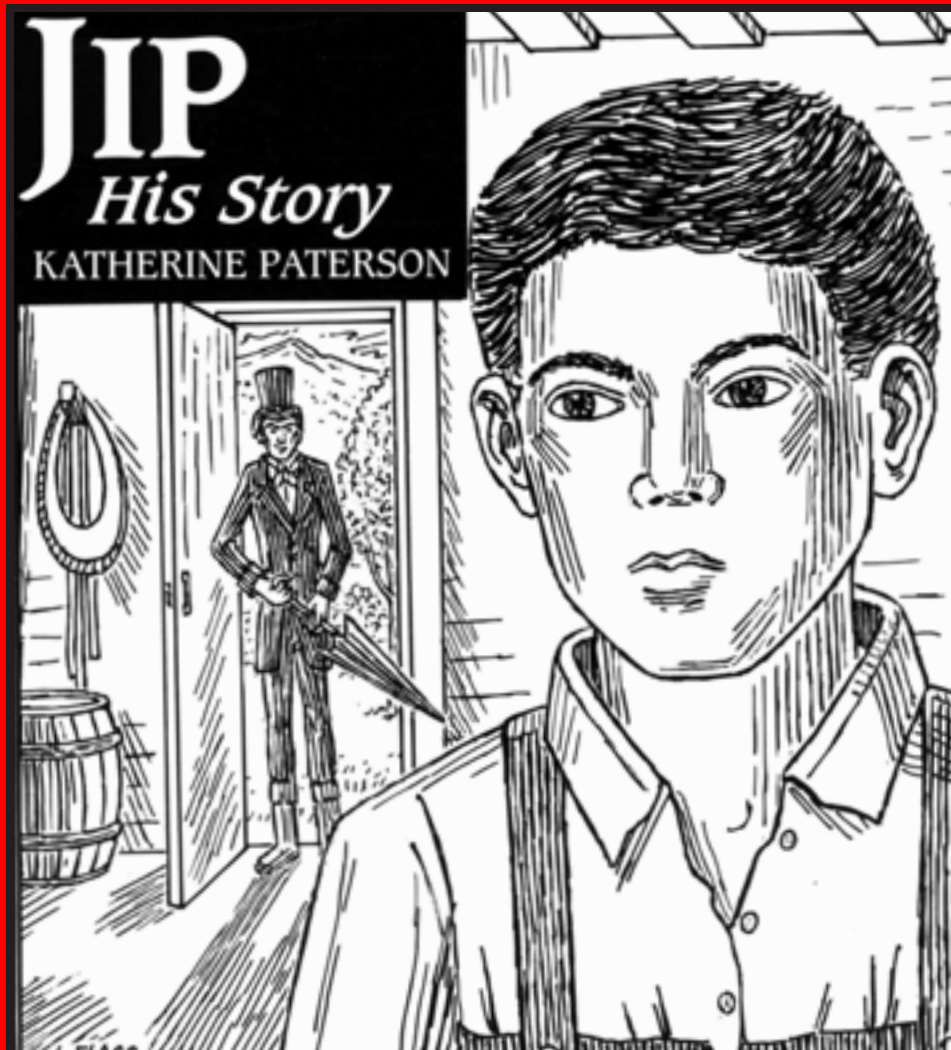


# Novel·Ties



## A Study Guide

Written By Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

## TABLE OF CONTENTS

Synopsis . . . . .	1 - 2
Background Information . . . . .	3
Pre-Reading Activities . . . . .	4
Chapters 1, 2 . . . . .	5 - 7
Chapters 3 - 5 . . . . .	8 - 9
Chapters 6 - 8 . . . . .	10 - 11
Chapters 9, 10 . . . . .	12 - 13
Chapters 11 - 13 . . . . .	14 - 16
Chapters 14 - 16 . . . . .	17 - 19
Chapters 17 - 19 . . . . .	20 - 21
Cloze Activity . . . . .	22
Post-Reading Activities . . . . .	23
Suggestions For Further Reading . . . . .	24
Answer Key . . . . .	25 - 27

---

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with a specific novel. 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.

## BACKGROUND INFORMATION

By the time the Civil War began in 1861, there were almost four million African-American slaves in the South. One out of every four Southern white households owned slaves, who were regarded as property and could be bought and sold as the master wished. Any children of slaves became slaves themselves.

Desperate slaves often attempted to escape to cities in the United States or to refugee communities in Canada. They found help from abolitionists, people who believed that the institution of slavery should be ended. As the Northern antislavery movement grew after 1830, a well-organized network, called the Underground Railroad, aided fugitive slaves. The Underground Railroad was cloaked in secrecy, and necessarily so. Guides, calling themselves “conductors,” led runaways to homes in which they were hidden. These homes were referred to as “stations,” and the owners of these homes were “stationmasters.” The fugitive slaves themselves became “passengers.” In spite of the dangers of running away, an estimated 20,000 slaves fled the South during the 1850s.

The Fugitive Slave Law of 1850 made escape extremely risky. This law set up paid federal commissioners to assure the return of runaway slaves. A person attempting to aid the escape of a fugitive faced a \$1,000 fine and six months in prison. In addition, a payment of \$1,000 had to be made to the slave owner. Some Northern citizens so resented the law that they increased their efforts to help the runaways. They tried to thwart federal marshals from carrying out their duties whenever possible.

The Fugitive Slave Law also spurred Harriet Beecher Stowe to write her famous abolitionist novel, *Uncle Tom’s Cabin*, in 1852. Stowe’s sympathetic characters and vivid description of the horrible conditions of slavery helped to create an emotional bond among Northerners who opposed slavery. The book had immediate success in the North, selling over 300,000 copies in its first year, and was very effective in winning people over to the abolitionist cause.

Quakers, members of a Protestant sect called the Religious Society of Friends, were active in the antislavery movement, the Underground Railroad, and in promoting the welfare of freed slaves. One of the trademarks of the Quakers was their insistence upon equality regardless of race, creed, or national origin. Over the years, Quakers have been known for their custom of using the singular “thee” and “thou” rather than the plural “you.” The custom of using “you” to refer to a single person was introduced in England as a gesture of respect. Common people were supposed to address their betters as “you.” By using “thee” and “thou,” the Quakers refused to acknowledge that any one person was better than another.

## 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. foundling   | a. too early or soon                            |
| 2. prematurely | b. institution for the care of the mentally ill |
| 3. plummeted   | c. bad situation                                |
| 4. commotion   | d. baby or little child found abandoned         |
| 5. cajoled     | e. fell very quickly and suddenly               |
| 6. plight      | f. consider carefully                           |
| 7. asylum      | g. coaxed                                       |
| 8. ponder      | h. loud noise                                   |

.....

- The missile missed its target and \_\_\_\_\_ to Earth in a fiery blaze.
- The man was released from the \_\_\_\_\_ after years of treatment for his mental illness.
- The loving family adopted the \_\_\_\_\_ left on their doorstep.
- She \_\_\_\_\_ her parents into buying her a car for a graduation present.
- The band members created a(n) \_\_\_\_\_ as they all tuned up their instruments at the same time.
- I think that our community should do more to improve the \_\_\_\_\_ of homeless families.
- His \_\_\_\_\_ gray hair makes him appear older than his years.
- With no chores or lessons to do, the boy had plenty of time to \_\_\_\_\_ the problems of the world.

### Questions:

- Why didn't Old Berthie want Put to live at the poor farm?
- How did Jip free Mr. Flint's gig from the mud?
- Why did people think that Jip might be a gypsy boy?
- Why did Mr. Lyman decide to keep Jip at the poor farm rather than send him to a distant orphanage or set him up in a local household? Why did this turn out to be a wise decision on his part?
- Why did Mr. Lyman want Jip to build a strong cage?
- How did Jip display courage and compassion when Put arrived at the poor farm?
- How did Put reveal his intelligence?