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.

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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

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.)

Read to find out why Jake Semple came to live at Wit’s End.

Questions:
1. Why was Jake Semple famous?
2. Why did the Applewhites agree to allow Jake to attend the Creative Academy?
3. Why did E.D. feel that she was not a true Applewhite?
4. Why did Randolph decide to withdraw his three oldest children from public school?
5. How did E.D. create her own education plan? Why did she resent being told that Jake was to follow her plan?

Questions for Discussion:
1. Do you know any seventh graders who act like Jake Semple? How do you think Jake would fit in if he attended your school?
2. Zedediah Applewhite defined education as “an adventurous quest for the meaning of life, involving an ability to think things through.” What do you think this means? What implications might this have for the students at the Creative Academy?
3. Do you agree with Jake that words have power? Based on what you have read so far, do you think the Applewhites’ reaction to Jake’s language will be typical? How might this affect Jack’s goal to “bug” or annoy them.
4. Why do you think Lucille called Jake “a radiant being”? What effect did her attitude have on Jake?

Literary Devices:
I. Point of View—Point of view in a book of fiction refers to the person telling the story. It could be one of the characters or it could be the author narrating the story. Who is telling this story?

Why do you think the author chose this point of view?
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? _____________________________
______________________________________________________________________________
Chapters 1 – 4 (cont.)

Literary Element: Characterization

To help you keep the members of the Applewhite family clearly in mind, fill out the details of their family tree. Add the names that have not been included and jot down personal details below each name. Add information as you continue to read the book.

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<table>
<thead>
<tr>
<th>Zedediah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randolph</td>
</tr>
<tr>
<td>Lucille</td>
</tr>
<tr>
<td>Cordelia</td>
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Research Project:
Lucille arranges Jake’s bedroom according to the principles of feng shui, which is an ancient Chinese art of life-space design. Do research to learn what people who practice feng shui believe about the following:
- placing a bed in the middle of the room
- placing a bed near a window
- placing a tall dresser near the head of the bed
- stowing things under a bed
- having a disorderly closet

Share your findings by drawing a plan of a bedroom arranged according to the principles of feng shui.

Writing Activity:
E.D. is the only family member to vote against allowing Jake to attend the Creative Academy. Based on what you know about Jake and the Creative Academy, how would you vote? Write a paragraph in which you explain your position. Include points to persuade other Applewhites to vote as you do.