

Lyddie- Guided Notes Chapter 6

1. Describe each character according to their traits, giving examples from the text. Then look at the comparisons between characters (answer questions 2-4).

character	trait	example from the text to support your answer
Lyddie Worthen		
Ezekial Abernathy		
Ezekial Abernathy		

2. How is Lyddie compared to a slave? (List at least 3 ways)
- a) She is working "child labor" at the tavern
 - b) She is working for "free" because she gets no money
 - c) Missing her home and doesn't have her family
 - d) Etc...
3. How are Ezekial and Lyddie the same? (List at least 3 ways)
- a) Both had to leave their families and homes
 - b) Both are forced to work for someone else
 - c) Both are trustworthy and inferred that they are both hardworking
 - d) Both want to be free
 - e) Etc...
4. How is Ezekial compared to Lyddie's father? How does this comparison change Lyddie's view of Ezekial?
- Ezekial leaves his family to try to make his life better and the life of his family. Both have been away from their families for a long time. I think this makes Lyddie more compassionate towards Ezekial and fugitives in general. She even gives him money, which is much needed to pay off the debts.
5. Vocabulary (define each term based on the context clues in the story)

Word	Page #	Meaning/Definition
perched "...then she perched on the edge of the chair as he handed her a cup of birch tea."	40	sat, to sit
conveyed "I was conveyed to Brother Steven's farm."	40	to bring or take somewhere
fugitive "Then he was a fugitive."	40	runaway (either from slavery or the law)
unthought "She hadn't meant to put it that way, but it came out <i>unthought</i> ."	41	not thinking, or speaking before you think
veritable "A veritable feat"	42	vary, many, variety, many different types

Lyddie Chapter Summaries

Victor M. Corman



Lyddie Chapter Summaries:

Critical Reading Activities for the Works of Katherine Paterson Jennifer Blanchard, 2000 *A Look at Realistic Fiction* Helen Hoffner, 2003-06-20 The book contains 33 lesson plans which can be used with any realistic fiction selection

Chapter Book & Novel Units, 1999 **Through the Storm** Lisa Gallant, 2015-06-07 High in the northern mountains of Maine a family is faced with choices that will change their lives forever Sam McRoy is a lumberjack and has to leave his family for several months out of the year In the meantime his wife Millie and two small children have to unexpectedly leave the town and the life they have established Through a series of circumstances beyond their control the family is separated During the various trials that come their way the family members must either cave to the pressures of doubt and wavering faith or walk through their trials and come forth stronger and more sure of the hidden hand of God working in their family Will this family snap against the fury of the storm that has hit or will they turn to the only one who can walk with them through the storm

Industrial Revolution Thematic Unit David Jefferies, 1993 This unit designed for use with intermediate and junior high school students centers on the industrial revolution period in U S history and contains literature selections poetry writing ideas curriculum connections to other subjects group projects and more The literary works included are Lyddie by Katherine Paterson Breaker by N A Perez **A Celebration of Literature and Response** Marjorie R. Hancock, 2004 Reinforced by teachers experiences in actual classrooms this book provides a wealth of ideas for projects readings and response based activities that will engage all learners in the joy of reading and responding to literature It blends an appreciation of children s books across all genres with an emphasis on meaningful instructional strategies for literacy programs Coverage of multicultural international literature helps illustrate the universality of themes in children s literature providing a basis for establishing a library of literature that expresses the totality of children s experiences and speaks to children from all cultures and backgrounds Coverage is based on Louise Rosenblatt s transactional theory of reader response and organized around five main celebrations that the author uses as a framework for uniting the findings of reader response theory with quality children s literature and exemplary reflective literature based practice Includes expanded coverage on multicultural international literature including numerous examples of children s literature written and published in other countries Includes extensive coverage of reader responses to literature oral and written responses as well as those made through the visual arts For teachers of Children s Literature Introduces future teachers to the full range of children s responses to literature encourages the use of a variety of strategies to elicit authentic heartfelt meaningful responses from pupils An appendix on children s literature awards Highlights exemplary children s literature across all genres focuses students attention on established standards and offers guidance for choosing literature that meets such standards

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Balancing Books and Readers in the Classroom 2 Reader Response to Literature From Rosenblatt s Theory to Research to

Classroom Practice II CELEBRATING LITERATURE AND LITERARY GENRES 3 The Art of the Picture Book The Balance of Text and Illustration 4 Traditional Tales and Modern Fantasy The Domain of Imagination 5 Poetry The Power and Pleasure of Language 6 Realistic and Historical Fiction The Boundary of Reality 7 Nonfiction The Realm of Biography and Informational Books 8 Multicultural and International Literature Appreciating Cultural and Global Diversity III CELEBRATING RESPONSE CONNECTIONS TO LITERATURE 9 Talking About Books From Oral Response to Literature Circles 10 Literature Response Journals Written Reflections during Reading 11 Literature as a Model for Writing Apprenticing the Author s Craft 12 Drama Art and Music Expressive Arts as Response 13 Response to Nonfiction Blending Efferent and Aesthetic Response IV CELEBRATING INTERTEXTUAL AND INTERDISCIPLINARY CONNECTIONS 14 Interdisciplinary and Intertextual Connections Response through Literature Clusters Theme Explorations and Twin Texts V CELEBRATING RESPONSE GROWTH THROUGH ASSESSMENT 15 Documenting Response to Literature Authentic Perspectives Appendix A Children s Book Awards and Recognition Appendix B Professional Resources Appendix C Children s Literature and Technology c 2004 448 pp Paper 0 13 110902 2 10900 6 SE0306 Children s Literature Methods HE0415 Children s Literature Course Guide Page SUPPLEMENTS Generic Supplements ESOL Strategies for Teaching Content Facilitating Instruction for English Language Learners 0 13 090845 2 The Portfolio Planner Making Professional Portfolios Work For You 0 13 081314 1 Positive Behavioral Supports Five Plans for Teachers 0 13 042187 1 Surviving Your First Year of Teaching Guidelines for Success 0 13 032573 2 OTHER TITLES OF INTEREST Jacobs Tunnell Children s Literature Briefly 3 E 2004 0 13 049924 2 Norton Norton Through the Eyes of a Child An Introduction to Children s Literature 6 E 2003 0 13 042207 X Hillman Discovering Children s Literature 3 E 2003 0 13 042332 7 Darigan Tunnell Jacobs Children s Literature Engaging Teachers and Children in Good Books 2002 0 13 081355 9 Jacobs Tunnell Darigan Children s Literature Database A Resource for Teachers Parents and Media Specialists 2 E 2002 0 13 094618 4 Ertmer Education on the Internet 2002 2003 update 2003 0 13 1126385

Lyddie by **Katherine Paterson** Anne Troy,2000 *Lessons After Dark* Isabel Cooper,2012-04-01 Smartly mixes history action romance and magic Publishers Weekly on No Proper Lady a Best Book of the Year A woman with an unspeakable past Olivia Brightmore didn t know what to expect when she took a position to teach at Englefiend School an academy for gifted children But it wasn t having to rescue a young girl who levitated to the ceiling Or battling a dark mystery in the surrounding woods And nothing could have prepared her for Dr Gareth St John A man with exceptional talent He knew all about her history and scrutinized her every move because of it But there was more than suspicion lurking in those luscious green eyes Even with all the strange occurrences at the school the most unsettling of all is the attraction pulling Olivia and Gareth together with a force that cannot be denied Sexy edgy and stunningly inventive Library Journal starred review on No Proper Lady a Best book of the Year **Lyddie** Katherine Paterson,1995-01-01 From two time Newbery award winning author Katherine Paterson When Lyddie and her younger brother are hired out as servants to help pay off their family farm s debts

Lyddie is determined to find a way to reunite her family once again Hearing about all the money a girl can make working in the textile mills in Lowell Massachusetts she makes her way there only to find that her dreams of returning home may never come true Includes an all new common core aligned educator s guide Rich in historical detail a superb story of grit determination and personal growth The Horn Book starred review Lyddie is full of life full of lives full of reality The New York Times Book Review An ALA Notable Book An ALA Best Book for Young Adults A Booklist Editor s Choice American Bookseller Pick of the Lists School Library Journal Best Book Parents magazine Best Book *More Literature Circles* Mary C. Neamen, Mary Strong, 2001-09-15 Help students expand critical thinking and research skills while they learn to work as a team Featuring 38 novels and 5 picture books this title offers everything you need to effectively improve your literature based learning program and make reading fun and exciting From detailed instructions on how to teach literature circles to reproducible worksheets and complete lesson plans you will find this is a versatile resource adaptable to any teaching style Each title centers on a particular concept i e imagination discovery justice and freedom empathy and courage and survival allowing students to explore an idea critically and answer an author suggested Essential Question For each novel a list of vocabulary items is provided along with discussion starters activities and writing assignments based on the text ensuring that students gain a thorough understanding of the content area A must have for public and private school teachers homeschoolers and parents Grades 3-8 Using Literature in the Middle School Curriculum Carol Otis Hurst, Rebecca Otis, 1999 In this valuable resource Hurst and Otis bring together the methods and philosophy for the extensive use of trade books in the middle school curriculum Novels picture books and non fiction materials are summarized and extended within the context of themes literary study and focus books for discussion and activities in the classroom and library Eighteen fully developed themes enable educators to bring literature into other areas of the curriculum In addition 29 literary works are explored through further activities and discussion again reaching into many curriculum areas A section on literary study that includes symbolism foreshadowing and flashbacks helps teachers guide students to an analytical level in their reading and writing Both teachers and students will greatly benefit from this useful resource **Bridge to Terabithia - Literature Kit Gr. 5-6** Marie-Helen Goyetche, 2007-02-01 Travel to an imaginary land to discover the true power of friendship and the heartache of loss Provide open ended application and journal prompts to excite students about the reading Make a prediction on what the story will be about based solely on the front cover of the novel Put events in order that led to the creation of Terabithia Find the meaning of vocabulary words then use each word in a sentence Students describe how they would respond to someone bullying them Then students create their own imaginary place like Terabithia Keep track of events as they happen month by month in the novel with an Events Calendar graphic organizer Aligned to your State Standards additional crossword word search comprehension quiz and answer key are also included About the Novel A dramatic and fascinating story of friendship Jesse Aarons is a fourth grader who loves to run Once the fastest and best runner at Lark

Creek Elementary School in Virginia until he was challenged by a girl Leslie Burke Leslie and her parents were new to this community and they soon became best friends their relationship was a strong one Then Leslie gets a great idea to create Terabithia a secret place in the woods only for themselves One day while Jesse is not there Leslie tries to cross the bridge to Terabithia but falls in and drowns When Jesse finds out he is devastated Soon after the Burke family moves away but Jesse believes that she has taught him something

Sketching Stories, Stretching Minds Phyllis Whitin, 1996 Sketching Stories Stretching Minds captures the power of young people's visual responses to literature Working in a community of learners Phyllis Whitin encouraged her students to respond to their readings through sketched interpretations Like pieces of writing the sketches became a vital part of the curriculum as vehicles for discussion and reflective tools for understanding Her book shows how she implemented the strategy how she discovered came to understand and refined it to fit the needs of her seventh grade classroom From that perspective the book is a model for high quality teacher research I have grown as a teacher by looking closely at classroom events and by inviting students to share their thinking with me Whitin states in the preface I have found that teacher research does not mean doing something to kids Instead teacher research is looking closely listening attentively and learning collaboratively with my students Upper elementary middle and high school teachers looking for ways to expand literary interpretation and self evaluation in the classroom will find Sketching Stories Stretching Minds invaluable

Was the American Revolution a Mistake? Burton Weltman, 2013-08-27 Why was George Washington dismayed by the outcome of the American Revolution Would slavery still exist if the South had not seceded from the Union in 1861 Might socialists rule America today if Teddy Roosevelt had not run for President and lost in 1912 History is full of contingencies People confront problems and debate options for solving them Then they make a choice and face the consequences of their choice Often they wonder if a different choice might have been better Was the American Revolution a mistake Was racial segregation inevitable Was the Cold War necessary Americans have repeatedly asked these sorts of questions as they examined the consequences of their choices This is a book about revisiting crucial choices people made in history and examining the consequences of those choices for them and for us It demonstrates a method of teaching history that recreates events as people experienced them and asks important questions that troubled them but that rarely appear in conventional textbooks Unlike conventional methods that often reduce history to names dates and factoids for students to memorize it is a method that brings past debates to life the losers as well as the winners points of view and makes the subject exciting In studying history as choice students examine the problems people faced their options for solving them their decision making processes and the choices they made Then students evaluate the consequences of those choices both for people in the past and us today They explore what might have happened if different choices had been made Finally students relate the consequences of those past choices to problems we face today and the choices we need to make History as choice is a practical and practicable method It has been designed to satisfy the curriculum goals of the National Council for the

Social Studies and the book explains how it can be used to satisfy any state or local curriculum standards The book also identifies and illustrates resources that can be used with this method from data bases to popular music and explains how teachers can gradually integrate it into their courses In the first part of the book the method of history as choice is explained using the question of whether the American Revolution was a mistake as a case in point The second part of the book explores thirteen other questions about significant issues and events in American history as additional examples of how one might teach history as choice

Children's Literature Barbara D. Stoodt,2001 CD ROM contains Database of children s books

Change My Life Forever Maureen Barbieri,2002 Through case studies and classroom vignettes Barbieri reveals the power of literacy to change students perspectives and give them hope

Literature for Today's Young Adults Alleen Pace Nilsen,Kenneth L. Donelson,2001 Introduction to young adult literature to help motivate teenagers become life long readers Reader friendly and comprehensive

Katherine Paterson Alice Cary,1997 Examines the life and writing career of the Newbery Award winning author of *The Bridge to Terabithia* and *Jacob Have I Loved*

I Know what You Did Last Summer, by Lois Duncan Gloria Levine,2000 Suggests activities to be used in the classroom to accompany the reading of *I know what you did last summer* by Lois Duncan

School Library Journal ,1999

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