

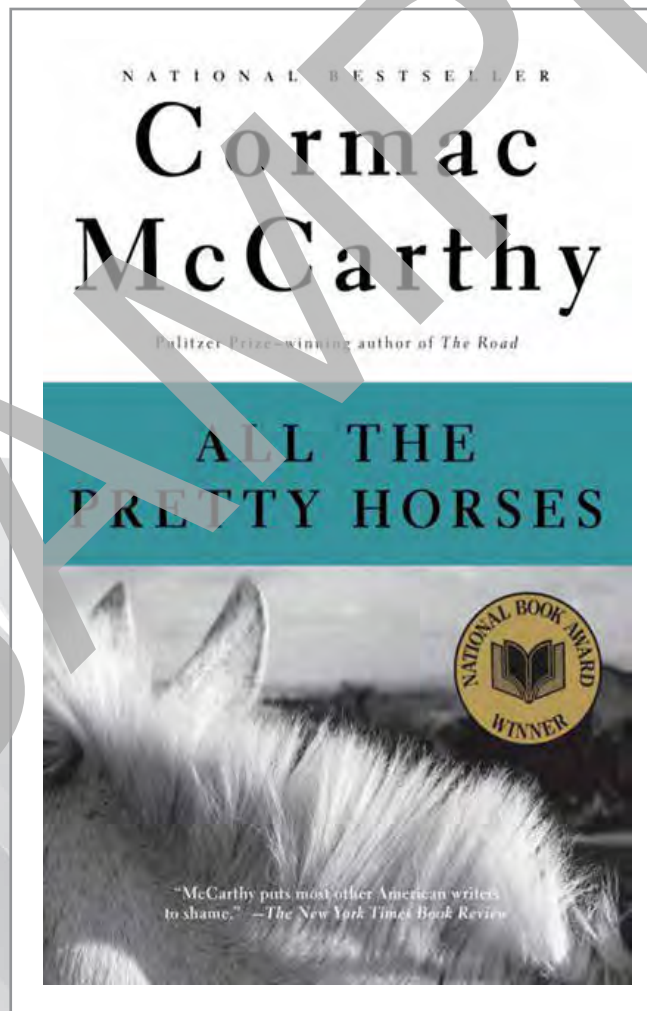


STUDENT PACKET

GRADES 9-12

All the Pretty Horses

Cormac McCarthy



READ, WRITE, THINK, DISCUSS AND CONNECT

All the Pretty Horses

Cormac McCarthy

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Directions: Complete each sentence-starter below. Then choose one and free write, without worrying about spelling or punctuation, for ten minutes or so in your literature response journal. (After finishing the story, read your entry to a partner and discuss how it ties in with the novel.)

Chapter I

1. Running away from home _____
2. When I talk with my best friend _____
3. Being with someone who draws trouble _____

Chapter II

4. In the old days, horses _____
5. Dating the boss's daughter _____
6. Seeing someone secretly _____

Chapter III

7. An American who finds himself in a Mexican jail _____

8. Kill or be killed _____
9. Being hurt and alone _____

Chapter IV

10. A present with "strings attached" _____
11. Being forced to choose between your family and the one you love _____

12. Doing what you have to do _____

Name _____

Which Word?

Object of the Game: To guess the word your partner has chosen.

Step 1: Students form pairs. Each student receives his/her own activity sheet.

Step 2: Cut out the sets of vocabulary cards below, one set for each player.

| | | | |
|-----------------|----------------|--------------|---------------|
| primogeniture 7 | circumspect 30 | carbine 35 | transitory 5 |
| suture 38 | pensively 57 | balefully 57 | desiccated 65 |
| serf 77 | bedlam 83 | withers 93 | jodhpurs 94 |

Step 3: Players lay out their cards face up, positioned so that their opponent cannot see.

Step 4: Each player chooses one word card and puts it aside. (This is the word the opponent tries to guess.)

Step 5: Players flip a coin to see who goes first.

Step 6: The player who is up gets to ask one "yes" or "no" question about the word the opponent has chosen. (e.g., Is the word a noun? Does it have to do with horses? Does the word have more than two syllables?)

Step 7: Based on the answer to the question, the other player turns face-down all of the cards that CANNOT be the one that the opponent has chosen. Before turning any card face-down, a player must say the word and provide its definition. (Players may refer to the novel and to a dictionary at any point in the game.)

Play continues until one player guesses the other player's word correctly AND TELLS ITS MEANING. If (s)he guesses incorrectly at any point, (s)he forfeits a turn. The first player to correctly determine the other's word wins.

Name _____

Project: Write an essay on how John Grady changes and grows over the course of the novel. (How does his life change after his grandfather dies? How is he affected by his relationship with Alejandra? How does his time in prison change him? What does he learn about himself?)

1. Certain incidents have an impact on John Grady. Fill in the chart below with phrases that describe John Grady before and after certain key events.

| | |
|--|---|
| <i>Parents' divorce</i> Before After | <i>Meeting Alejandra</i> Before After |
| <i>Time in prison</i> Before After | <i>Final conversation with the duena</i> Before After |

2. John Grady is deeply affected by several deaths. Complete the graphic organizer below as a pre-writing activity. Jot down details in each box about how various deaths changed John Grady.

| | |
|-----------------------------------|--------------------------|
| Death #1: Grandfather | Death #2: Blevins |
| Death #3: Attacker in jail | |
| Death #4: Father | Death #5: Abuela |

Name _____

| | Grandfather dies | boys meet Blevins | the chase | life on the ranch | prison | home again |
|-------------------|------------------|-------------------|-----------|-------------------|--------|------------|
| Cowboy | | | | | | |
| 6 | | | | | | |
| 5 | | | | | | |
| 4 | | | | | | |
| 3 | | | | | | |
| 2 | | | | | | |
| 1 | | | | | | |
| Non-Cowboy | | | | | | |

| | Grandfather dies | boys meet Blevins | the chase | life on the ranch | prison | home again |
|---------------|------------------|-------------------|-----------|-------------------|--------|------------|
| Choice | | | | | | |
| 6 | | | | | | |
| 5 | | | | | | |
| 4 | | | | | | |
| 3 | | | | | | |
| 2 | | | | | | |
| 1 | | | | | | |
| Fate | | | | | | |

1. Choose one of the conflicts and write a generalization about the trend you note on your graph.
2. Using this sentence as your thesis statement, write an essay on how Cormac McCarthy develops this theme using details from the graph.