



STUDENT PACKET

GRADES 6-8

The Battle of Jericho

Sharon M. Draper

READ, WRITE, THINK, DISCUSS AND CONNECT

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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!

ISBN 978-1-50204-399-3

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Anticipation and Reaction

Directions: Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. Provide an explanation if your opinion has changed.

Statement	Response Before Reading	Response After Reading
The only way to learn is by doing.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
Doing exactly as others do is unwise.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
You should never break a promise or a pledge.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
Friends are more important than family.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name _____

The Battle of Jericho
Activity #9 • Vocabulary
Tuesday, January 27—Morning–
Wednesday, January 28—8 P.M.

Vocabulary Replacement

monotonous
references
enclosure

evasively
reluctantly

conviction
penetrated

discipline
irritation

Directions: Replace each underlined word or phrase with the correct word from the vocabulary list above.

1. With what he hoped was a believable tone, Jericho assured Mr. Boston that the Warriors' pledge activities were fun and harmless. _____
2. It was hard to breathe in the area that was blocked in on all sides. _____
3. The more the pledges repeated the greeting, the more boring it became.

4. Even though they had talked about the pledge activities, Mr. Boston made no comments about it to Jericho. _____
5. Jericho noticed with slight annoyance that while he was shivering, the senior Warriors were bundled in their coats. _____
6. Jericho was uneasy talking about the Warriors' pledge activities, so he answered in a shifty manner. _____
7. Mr. Boston always conducted his classes with strict enforced obedience.

8. The pledges unwillingly took off their coats to run outside in the cold air.

9. The rain seeped through Jericho's clothes to his skin, making him shiver once again.

Name _____

Character Analysis

Directions: Label the boxes below with the names of characters who appear in the novel. Working in small groups, discuss the attributes of the various characters. In each character's box, write several words or phrases that describe him or her.

Name _____

A Character's World

Directions: You may be able to draw parallels between a character's world and your own. Write a character's name in the blank. Describe that character's world. Then, describe a related situation or event from your own world.

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

