



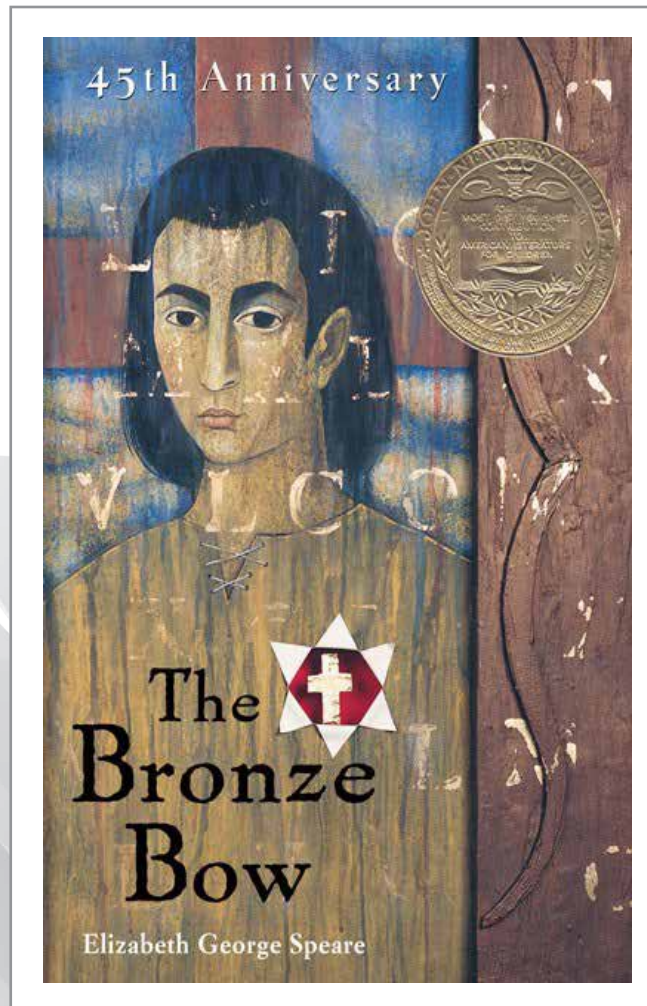
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# The Bronze Bow

Elizabeth George Speare



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Bronze Bow

Elizabeth George Speare

## TEACHER GUIDE

### 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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## Skills and Strategies

### Thinking

Brainstorming, classifying  
and categorizing, evaluating,  
analyzing details,  
synthesizing ideas

### Writing

Advertisements, captions for  
pictures, setting, chart, short  
story, dialogue

### Comprehension

Predicting, sequencing,  
cause/effect, inference,  
comparison/contrast

### Vocabulary

Synonyms/antonyms,  
multiple meaning words,  
context, base/root word—  
prefixes/suffixes

### Literary Elements

Character, setting, plot  
development, story map,  
figurative language, conflict,  
symbol, style, mood, theme

### Listening/Speaking

Participation in discussion,  
drama

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## Plot Summary

After his parents are killed by the Romans, Daniel joins a man named Rosh, thinking perhaps he is the leader or the Messiah who will drive the Romans out of the Jewish land. Some of Daniel's friends try to tell him about another man, one who believes that love is the answer, not vengeance. Daniel faces many difficulties and disappointments before he realizes that it is love—not vengeance—that is strong enough to bend the bow of bronze.

## About the Author

Elizabeth George Speare was born in 1908 in Melrose, Massachusetts. She graduated from college and taught English in high school. She married Allan Speare in 1935 and they raised two children. When her children were in high school, Mrs. Speare began writing.

She carefully researches the historical background for her books. She tries to learn about the people in the specific places and times she writes about. She studies the houses, the food and clothing, how the people made a living, what they did for fun, and what they cared about.

Elizabeth George Speare has received many awards for *The Bronze Bow*, *The Witch of Blackbird Pond* and *The Sign of the Beaver*.

## Recommended Procedure

Teachers are encouraged to adapt the Novel Unit to meet the needs of individual classes and students. You know your students best; we are offering you some tools for working with them. Here are some of the “nuts and bolts” for using these “tools”—a glossary of some of the terms used that will facilitate your use of this guide.

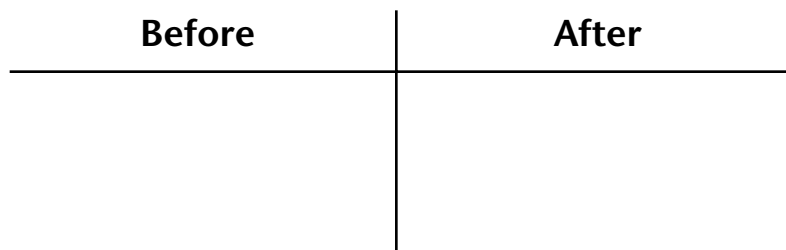
**Bloom's taxonomy:** A classification system for various levels of thinking. Questions keyed to these levels may be:

- *comprehension questions*, which ask one to state the meaning of what is written;
- *application questions*, which ask one to think about relationships between ideas such as cause/effect;
- *evaluation questions*, which ask one to judge the accuracy of ideas; or
- *synthesis questions*, which ask one to develop a product by integrating the ideas in the text with ideas of one's own.

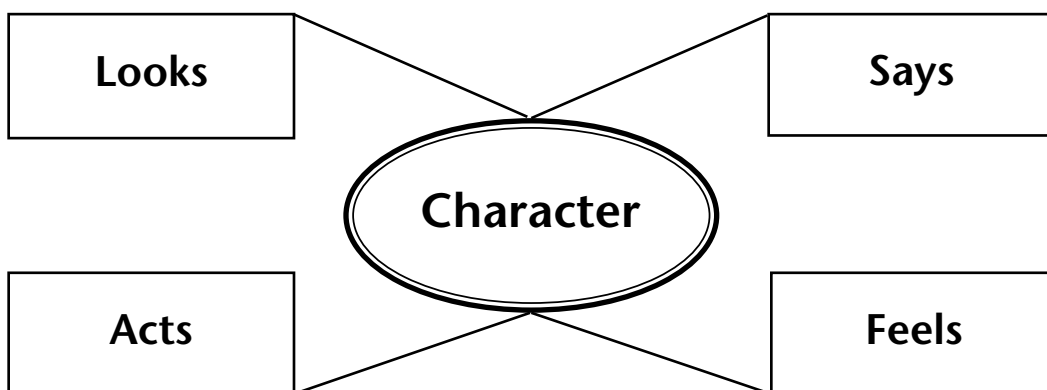
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**Graphic Organizers:** Visual representations of how ideas are related to each other. These “pictures”—including Venn diagrams, the T-chart (see figure 1), cluster circles, flow charts, attribute webs (see figure 2), etc.—help students collect information, make interpretations, solve problems, devise plans, and become aware of how they think.

A variety of possible answers should be listed by the teacher, either on large sheets of paper or the chalk board. Only then should the students be asked to develop their own graphics. Students are encouraged to express their opinions, and to state what they know about a topic. The teacher lists these opinions and “facts” and later, as the students read and research, they may discover that some of their ideas are incorrect. These ideas may be crossed out on the activity sheets or board. Students should be encouraged to elaborate on their answers, justify their opinions, prove their predictions, and relate what they have read to their own lives.



*Figure 1*



*Figure 2*

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## Chapters 5 and 6

Pages 53–76

### Vocabulary

speculating 53	chafed 53	mulled 54	amethyst 54
seeped 55	exhilarated 55	phylacteries 55	vitality 57
contemptuous 58	wizened 59	clamoring 60	array 63
rash 64	diligence 64	cohort 67	legion 67
impudent 70	pungent 73		

### Vocabulary Activity

Words in context: Ask students to “guess” at the meaning from context, giving reasons for each guess. Make a list of “why answers” to teach context clues.

### Discussion Questions and Activities

1. Why did Joel and his family move to Capernaum? (p. 8—The family had been left a house.) What excuse did Daniel use in order to follow him? (p. 54—Perhaps Joel could help Rosh from Capernaum.) What other reasons might Daniel have had to go to Capernaum?
2. How did Daniel react to the Romans? (p. 58—He showed anger and spat at the soldiers.) Do you think his action was reasonable? Dangerous? Provocative? Productive?
3. How do Joel and his sister react to meeting Daniel again? (p. 60—Joel enthusiastically welcomes Daniel while Thacia acts snobbish and very much aware of how poorly dressed and how dirty Daniel is.)
4. Why did Hezron, Joel’s father tell Daniel never to return to his house? (p. 66—Daniel voiced his hatred of the Romans who had helped to pay for the synagogue. Hezron said, “If you have no concern for your own life, you will respect the safety of those who offer you hospitality.”)
5. Why did Daniel return to Joel’s house ? (pp. 70-71—Daniel, in his thoughtless anger, had thrown water in the face of a Roman. When he ran, the Roman’s spear wounded him. The soldiers chased him, and Daniel finally made it to Joel’s house to hide.)
6. Thacia’s father had forbidden Daniel to return to his house. Why did Thacia help Daniel in spite of her father’s order? (p. 72—Daniel collapsed and she hid him until Joel could return home. They would never leave an injured person.)

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7. Leah told Daniel she felt Joel was torn in two directions. What were they? (p. 72—Joel wanted to please his family and become a rabbi but he also was drawn to the band of outlaws.)

**Prediction:** How will Daniel escape being found by the Romans?

### The Author's Craft: Simile

Explain that a **simile** is a comparison that includes the words "like" or "as." For example: p. 40, "the wrist was fragile as a bird's claw." The girl's hand is compared to the bony bird's claw but this is also an *oxymoron* or an apparent contradiction. A bird's claw, like the girl's hand, is small and seems insignificant but like the bird, can have great strength.

### Supplementary Activities

1. Begin a Venn Diagram for Joel and Daniel. Look back at your T-diagram. How are they alike? How do they differ?

