

Student Packet

Grades 3–4

Cousins

Virginia Hamilton

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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COUSINS

by
Virginia Hamilton

Student Packet

Written by
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- Contains masters for:**
- 3 Prereading Activities
 - 4 Vocabulary Activities
 - 1 Study Guide
 - 4 Character Analysis Activities
 - 1 Critical Thinking Activity
 - 2 Literary Analysis Activities
 - 1 Comprehension Activity
 - 1 Writing Activity
 - 4 Quizzes
 - 1 Novel Test
- PLUS**
- Detailed Answer Key
and Scoring Rubric

Teacher Note

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

Note

The 2005 Scholastic paperback edition of the novel, ©1990 by Virginia Hamilton, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-590-45436-6

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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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)

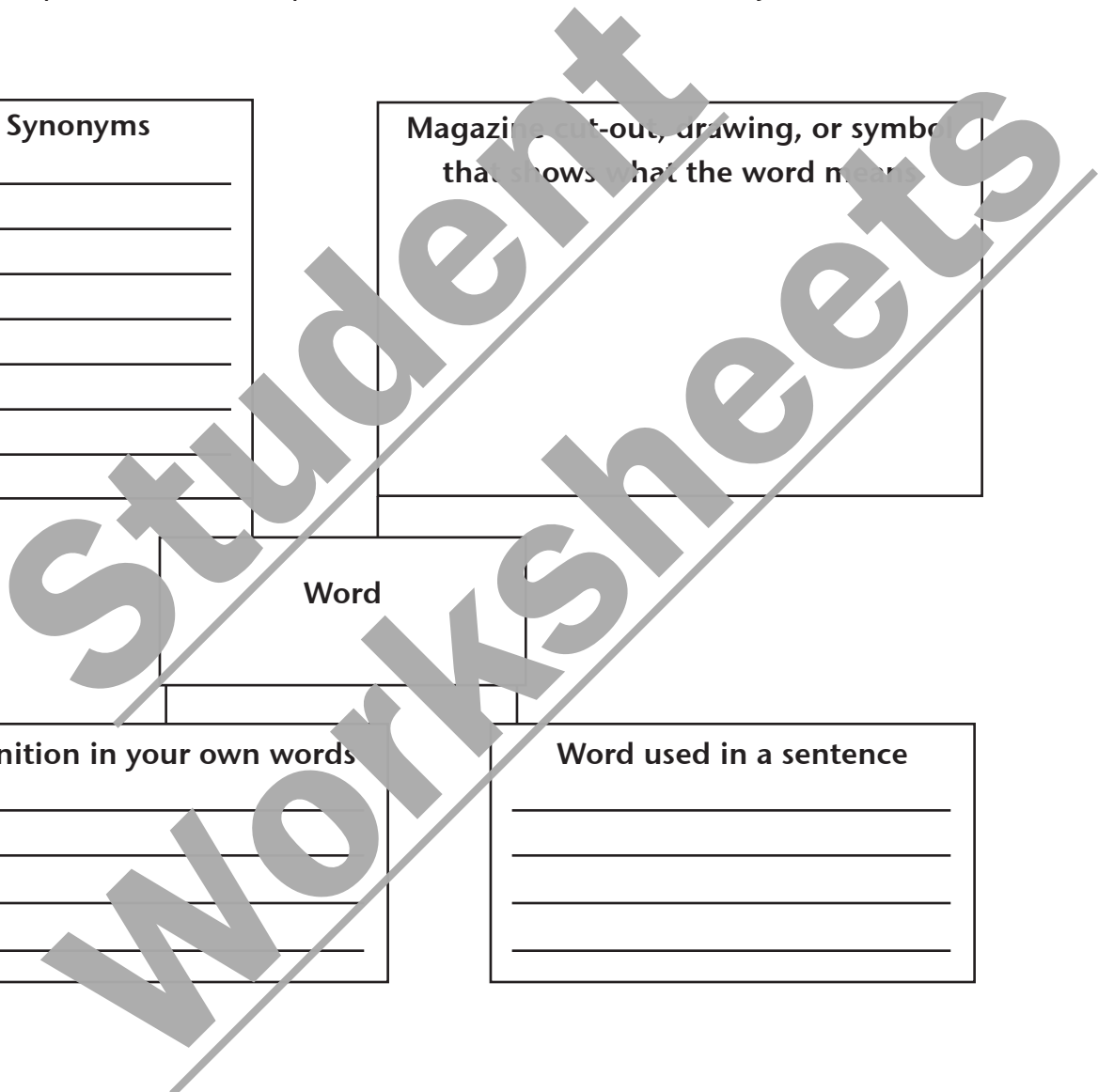
Name _____

Word Map

hoarse	commenced	airily	sacred
envied	stoop	peer	quivered
flitted	appendix	squinted	reassure
wheezing	oblong	puréed	

Directions: Complete the word map below for seven of the vocabulary words above.

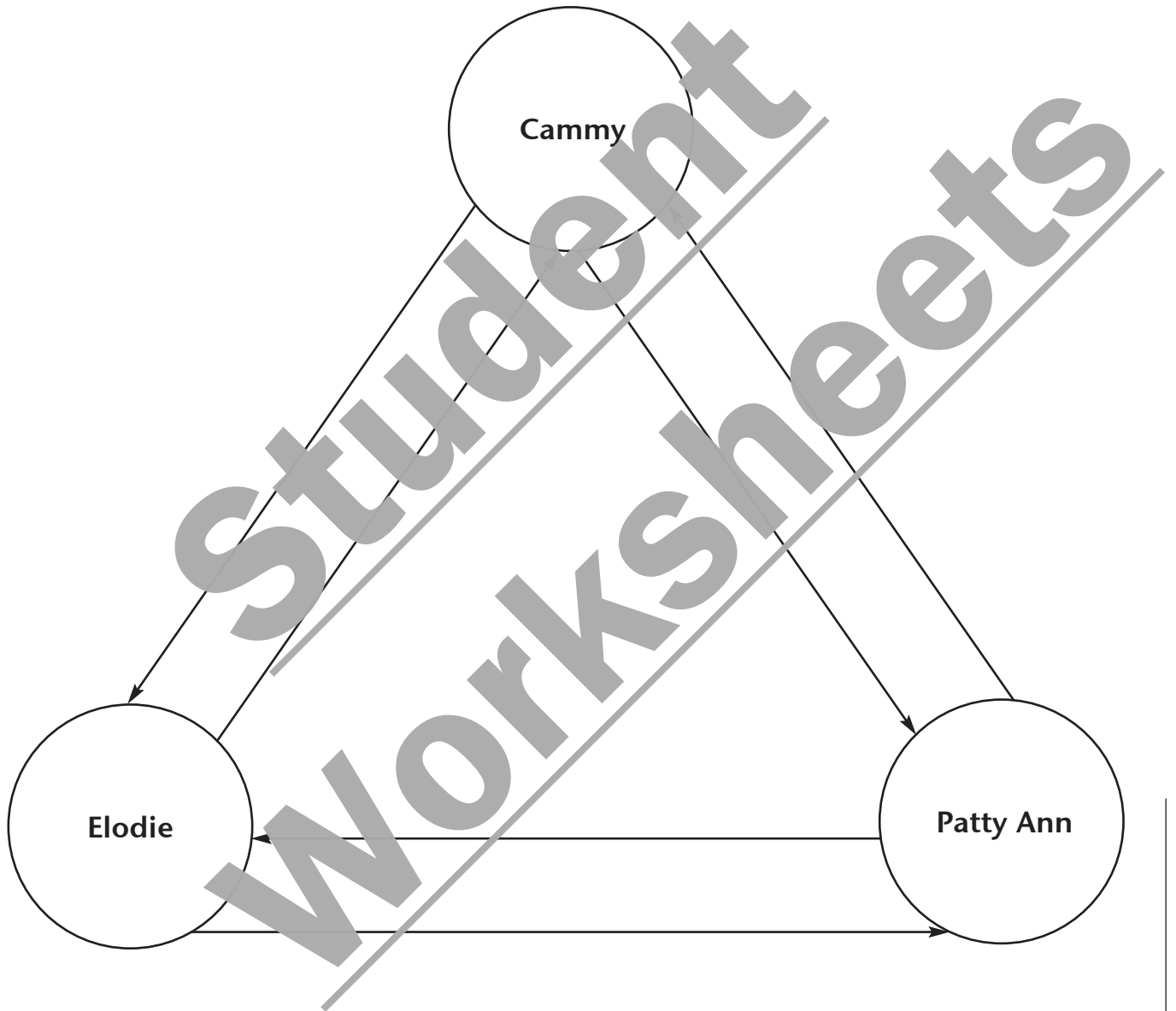
Synonyms	Magazine cut-out, drawing, or symbol that shows what the word means
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Word	
Definition in your own words	Word used in a sentence
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Name _____

Sociogram

Directions: A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between the characters. Remember, relationships go both ways, so each line requires a descriptive word.



Name _____

(Character Analysis)

A. Matching: Match each quotation to the correct character from the novel. Some characters may be used more than once.

- | | |
|--|-------------|
| ___ 1. "You watch. That child's in for some serious trouble.... No boy at that age has any business with a car." | a. Effie |
| ___ 2. "You better keep your mouth off my father...or I'll tell you all about <i>your</i> own self, too." | b. Maylene |
| ___ 3. "You are snappy, yourself, just like them green beans...." | c. Cammy |
| ___ 4. "...Don't they ever teach you the proper English in school?" | d. Richie |
| ___ 5. "I haven't seen Gram Tut in six months... Mom don't ever say Patricia Ann has to go see..." | e. Andrew |
| ___ 6. "I've got my name on four different plant lists." | f. Gram Tut |
| ___ 7. "You should have sympathy for your cousin. She's got real problems." | |
| ___ 8. "It wasn't Andrew at all... it was Richie with the bottles." | |
| ___ 9. "I'm talking about what you should be doing for yourself. About getting your life together and going to college." | |
| ___ 10. "That was you and him. That's not me and him...." | |

(Drawing Conclusions)

B. Open-Ended Comprehension: On the lines provided, explain why you think Andrew helps cover up Richie's drinking problem.
