

Student Packet

Grades 5–6

# A Family Apart

Joan Lowery Nixon

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# A FAMILY APART

by  
Joan Lowery Nixon

## Student Packet

Written by  
Betsy McCorry

- Contains masters for:**
- 4 Prereading Activities
  - 5 Vocabulary Activities
  - 1 Study Guide
  - 2 Critical Thinking Activities
  - 3 Literary Analysis Activities
  - 3 Character Analysis Activities
  - 1 Writing Activity
  - 1 Comprehension 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 1996 Laurel-Leaf paperback edition of the novel, © 1987 by Joan Lowery Nixon, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 0-440-22676-7

**Please note:** 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

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**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 \_\_\_\_\_

### Characterization

**Characterization** is the portrayal of an imaginary person by what he says or does, by what others say about him or how they react to him, and by what the author reveals directly or through a narrator.

**Directions:** Fill in the chart below with information about a specific character. Think about why s/he acts and speaks as s/he does, and what traits these actions and words reveal.

Character:				
Action/Words	Reason	Trait	Narrator	Comments

Student Worksheets

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Name \_\_\_\_\_

### Synonym Selection

determination	portly	conferred	convictions
hoisted	falter	gavel	wholesome
wavered	abruptly	conical	cringed
entranced			

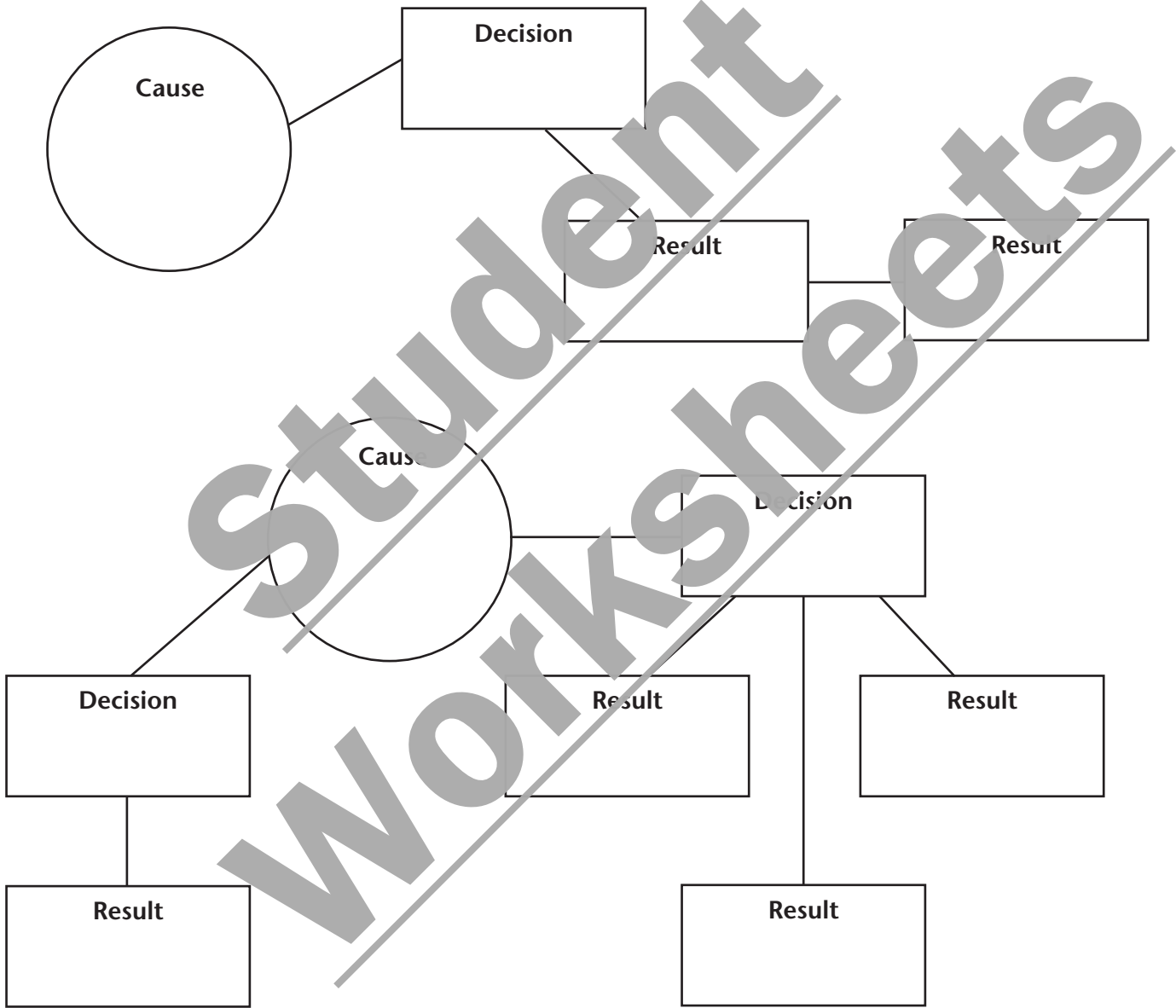
**Directions:** Choose the BEST synonym for the underlined vocabulary word.

- The escaped slaves showed great determination in reaching the North and gaining their freedom.
  - courage
  - surprise
  - willpower
- The portly gentleman needed to buy a new jacket.
  - overweight
  - slender
  - tall
- My parents conferred with one another before agreeing to let me go to camp.
  - argued
  - discussed
  - spoke
- Abolitionists had very strong convictions about the evils of slavery.
  - beliefs
  - statements
  - theories
- He hoisted his luggage onto the train.
  - dragged
  - lifted
  - threw
- At the store, she began to falter between the ice cream flavors.
  - say goodbye
  - be indecisive
  - make a decision

Name \_\_\_\_\_

### Cause/Effect Chart

**Directions:** Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)



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