

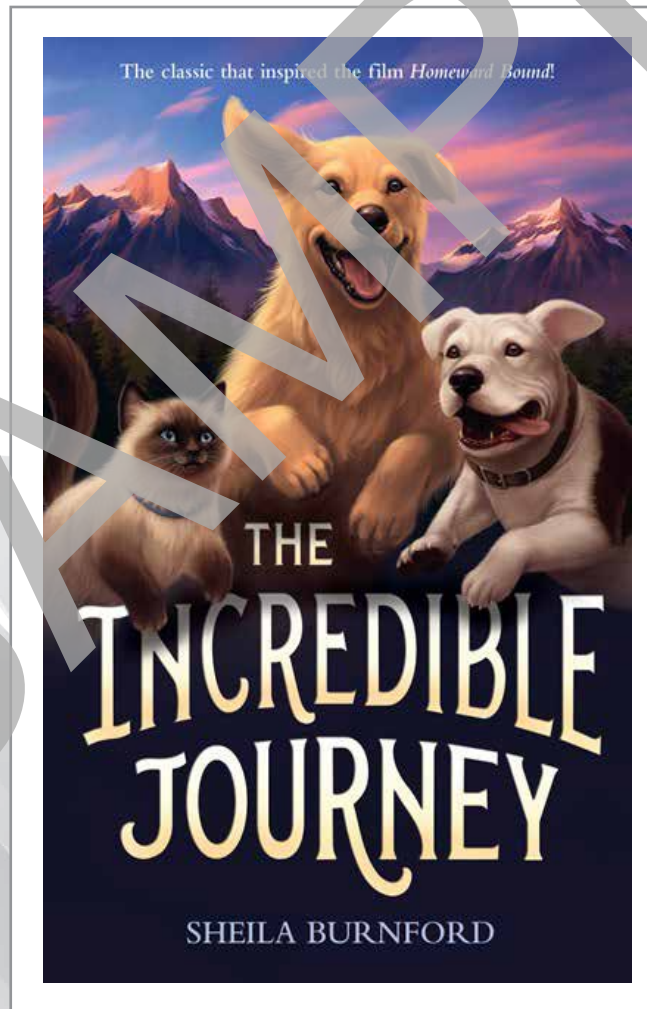


STUDENT PACKET

GRADES 6-8

The Incredible Journey

Sheila Burnford



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!

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Name _____

Directions: Rate each of the following statements before you read the novel. Compare your ratings with a partner's, and discuss why you chose the particular ratings you did. (After you have completed the novel, discuss with your partner whether you would change any of the ratings.)

1 — 2 — 3 — 4 — 5 — 6
agree strongly strongly disagree

1. ____ Dog is man's best friend.
2. ____ Cats aren't as affectionate as dogs.
3. ____ Cats can't swim.
4. ____ Cats have nine lives.
5. ____ Dogs have a good sense of direction.
6. ____ Dogs don't usually get along with cats.
7. ____ Cats are escape artists.
8. ____ Cats are smarter than dogs.
9. ____ Dogs are clumsier than cats.
10. ____ "The wildest of all wild animals is the cat." (Kipling)

Study Questions

The Incredible Journey

Use separate paper to write a brief answer to each study question as you read the novel at home or in class. Use the questions and your answers for review before group discussions, quizzes, and your final exam.

Chapter 1

1. What is the setting of the story?
2. Identify the three animals at John Longridge's house. How is each of them unique?
3. Who has the phone conversation? About what?
4. How does the old dog prove himself to be a "sybaritic barbarian"?
5. What is John Longridge's plan for the next two or three weeks?
6. How did John Longridge come to have the two dogs and cat at his home?

Chapter 2

1. What do you think the animals had in mind when they trotted briskly away from the house?
2. Why does the author have breaks (skipping several lines) within the chapter? What would a playwright do to achieve the same effect?
3. What happened to John Longridge's note? What is the effect on the story?

Chapter 3

1. How did the bull terrier feel when he awoke the first morning "on the road"?
2. What problem do the two dogs share?
3. Into what kind of trouble did the old dog get? Who saved him? How?
4. How does the author describe the terrier after the bear fight?
5. Why did the cat and young dog stay alert most of the night after the bear fight?

Chapter 4

1. What does the author mean when she says, "The generations fell away"? How else might she have conveyed that idea?
2. What did the old dog smell? Where did the old dog "most like to be"? Why? Do you like such a position?
3. What sent the Ojibway into "paroxysms of laughter"? What did the Native Americans find funny about the terrier and the cat?

Name _____

Group #1	Group #2	Group #3	Group #4
timber lanes (1)	concessions (1)	amphibious (2)	migratory flyway (2)
burnished (2)	exhilarating (2)	austerely (3)	domestic (3)
accord (3)	sapphire (4)	translucent (4)	whip-tapered (4)
prime (4)	sinew (4)	docile (4)	irrepressible (4)
forebears (5)	asters (5)	contrition (6)	amends (6)
reproof (7)	sybaritic (7)	reprieve (8)	enticed (8)
trellised (8)	indefinable (8)	assented (9)	in thrall (10)
lash (10)	reciprocal (12)	appalled (12)	prelude (12)
languished (13)	martyred (13)	incessant (13)	resign (13)

Directions: In a small group, create word maps for each of the words found on your group's vocabulary list. Each group is responsible for sharing its maps with the rest of the class.

Synonyms _____ _____ _____ _____	Antonyms or Picture/Symbol
WORD: _____	
Definition in Your Own Words: 	Word Used in a Sentence:

Name _____

Synonym Box			
surly (138)	unrepentant (138)	undermine (138)	conviction (138)
terrain (139)	disillusionment (140)	savor (141)	wily (142)
taut (144)	gaunt (144)	vestige (145)	raucous (145)
pandemonium (145)	prised (146)	surreptitiously (146)	

Directions: Below is the route the animals took from John's home back to theirs.

- As you follow the path, stop at each track, find the synonym above, and write it on the line.
- When you reach the Hunters' summer cabin, place the numbers indicated in the blanks and discover what old Bodger has hidden in the yard.

1. _____ insolent

2. _____ secretly

3. _____ remnant

4. _____ bony

5. _____ belief

6. _____ noisy

7. _____ unapologetic

8. _____ weaken

9. _____ landscape

10. _____ disappointment

11. _____ relish

12. _____ crafty

13. _____ tight

14. _____ clamor

15. _____ chiseled

John's house

The Hunter's summer cabin

Bodger hid: _____

Word #	4	2	6	5	3
Letter Position in Word	1st	14th	5th	4th	7th

Name _____

Directions: A food chain is like a chain link fence. The “links” are connected with each other. Plants and animals are connected in the “chain” with those animals that eat them. These animals, in turn, are connected with other animal predators. Throughout the novel, there are references to the food chain. For instance, the fisher kills the porcupine. What animals and plants does a porcupine eat? What animals besides the fisher eat porcupines?

Choose a wild animal from the story, and write it on the line in the middle circle. Do some research in a small group to find out what eats your animal and what your animal eats. Then fill in the chart below.

Food Chain Chart

