

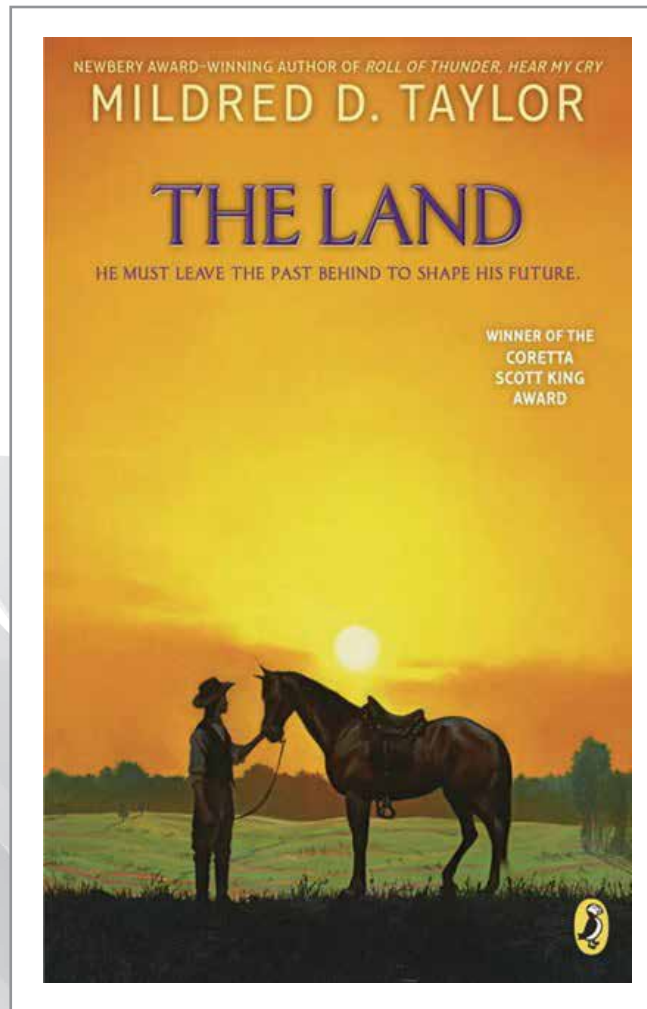


**STUDENT PACKET**

**GRADES 6-8**

# The Land

Mildred D. Taylor



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

# The Land

Mildred D. Taylor

## STUDENT PACKET

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

### Part III: Legacy

#### Epilogue and Author's Note, pp. 365-375

1. How many children did Paul and Caroline have?
2. What year did Paul own his land free and clear of debt?
3. How did Paul pay for a new house for Caroline?
4. Who sold Paul the additional two hundred acres he always wanted?
5. Where and how did Digger finally die?
6. How did Paul and his family travel to see his sister, Cassie?
7. What did Robert and Hammond tell Paul about their father?
8. Why wasn't George at his father's bedside?
9. Where was Edward Logan buried?
10. Did Paul ever see his brothers again?
11. Where does Hammond live and what does he do for a living?
12. On whom did Mildred D. Taylor base her story, *The Land*?
13. Who passed on many of the author's family stories?
14. In his quest for land, how many acres did the author's great-grandfather accumulate?
15. Where did Mildred D. Taylor buy her own land?

Name \_\_\_\_\_

riled (38)  
confiscated (47)  
blatant (49)  
alienated (51)  
flaunted (58)

grievance (38)  
influenza (47)  
mites (49)  
jovially (51)  
leper (63)

bewildered (44)  
shanties (48)  
resented (50)  
detriment (51)  
contaminated (63)

resigned (46)  
prominent (49)  
veranda (51)  
taboos (56)  
bridle (64)

**Directions:** Write the vocabulary words, in any order, on the numbered lines below. Do not repeat any words.

- |           |           |
|-----------|-----------|
| 1. _____  | 2. _____  |
| 3. _____  | 4. _____  |
| 5. _____  | 6. _____  |
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

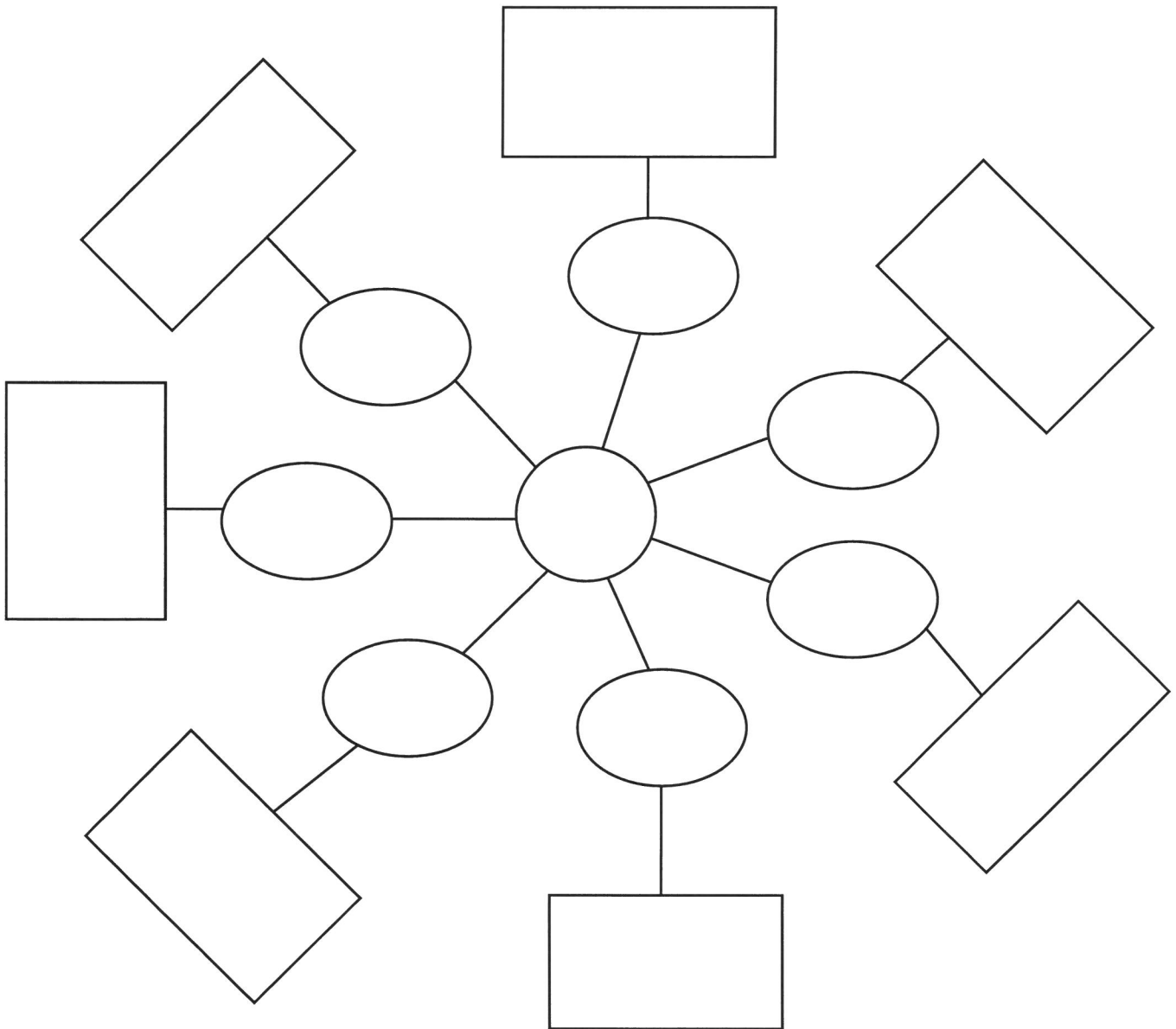
On a separate sheet of paper, use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

- Sentence 1: words 8 and 16
- Sentence 2: words 9 and 20
- Sentence 3: words 1 and 10
- Sentence 4: words 11 and 18
- Sentence 5: words 15 and 13
- Sentence 6: words 3 and 6
- Sentence 7: words 12 and 4
- Sentence 8: words 14 and 19
- Sentence 9: words 5 and 2
- Sentence 10: words 7 and 17

Name \_\_\_\_\_

### Characterization Web

**Directions:** Think about the character of Paul from *The Land*. Place his name in the center circle. Write a word or phrase describing Paul in each oval. Describe a behavior (action demonstrating that trait) in each rectangle.



Name \_\_\_\_\_

### Story Map

**Directions:** Using the graphic organizer provided, select one section of the story to map.

