

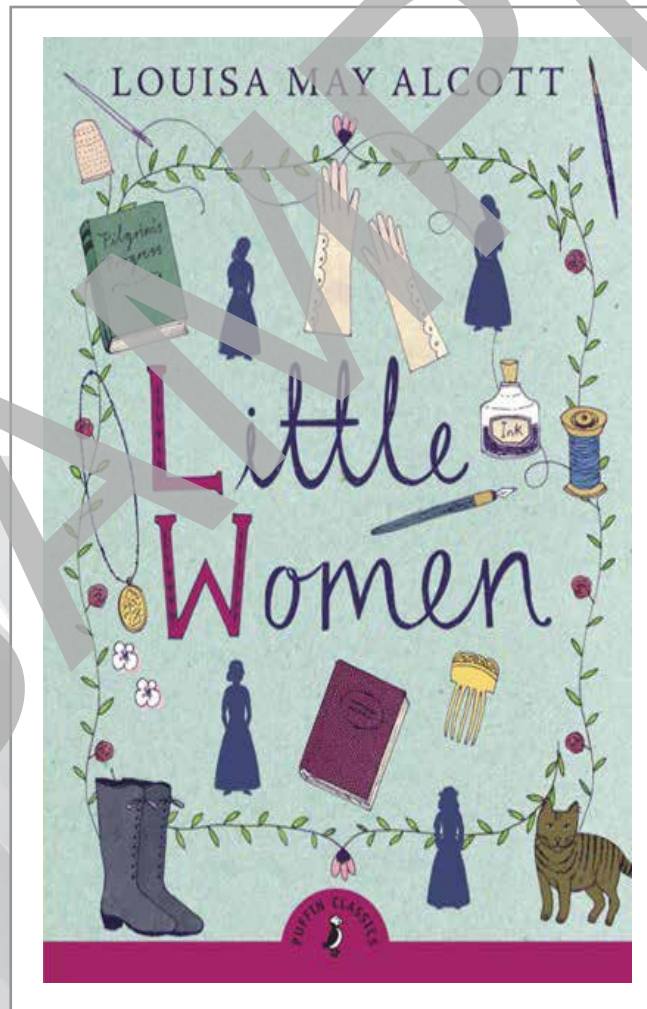


STUDENT PACKET

GRADES 6-8

Little Women

Louisa May Alcott



READ, WRITE, THINK, DISCUSS AND CONNECT

Little Women

Louisa May Alcott

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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 _____

Chapters 1-4—pages 1-26

1. Why won't Christmas be the same?
2. Where is Father?
3. After talking longer, what do the girls decide to do with their money?
4. What did Father go off to war as?
5. What are the girls to find under their pillows Christmas morning?
6. Where is Mother on Christmas morning?
7. What do the girls do with their breakfast?
8. How does Mrs. Hummel refer to the girls?
9. What language do the Hummels speak?
10. What do the girls do to entertain themselves?
11. Who sent them dessert and flowers? Why?
12. What does Beth fear?
13. What are Jo and Meg invited to attend?
14. Why does Jo have to stand with her back against the wall?
15. Who does Jo run into as she is trying to escape a dance partner?
16. What happens to Meg as she dances?
17. Why do the girls always turn and look back toward the house?
18. What did Aunt March offer to do with one of the girls?
19. Why didn't the March family accept Aunt's offer?
20. What does Jo utilize while at Aunt March's?
21. The older gentleman who is unable to go to war gave what to his country instead?



Chapters 5-8—pages 26-52

1. What does Jo intend to do about young Laurence?
2. What does Jo take with her on her visit?
3. What does Jo discover that the two have in common?
4. Why does Jo tell Laurie he should be the happiest boy in the world?
5. What does Mr. Laurence tell Jo about her grandfather?
6. What does Mr. Laurence notice about his grandson in Jo's presence?
7. What happened to Laurie's parents?
8. What does Mr. Laurence offer to allow the girls to use?
9. What do the Laurences do to promote Beth's playing?
10. What does Beth do for Mr. Laurence?
11. What does Mr. Laurence do upon receipt of the slippers?
12. Who does Mr. Laurence tell Beth she reminds him of?
13. What does Beth do to thank him?
14. What does Amy need money for?
15. What does Jenny do to get Amy in trouble?



Name _____

Little Women
Activity #10 • Vocabulary
Chapters 29-31

prim (179)
emboldened (185)
ambling (187)
motive (191)
impetuosity (192)
instinct (196)

seminary (180)
genial (186)
coveted (188)
exulted (191)
stile (193)

conferred (183)
symposium (186)
revolutions (190)
allayed (192)
remorsefully (193)

charity (183)
ethereal (187)
commencement (190)
stalwart (192)
implored (195)

Directions: Pick eight words from the list above that you want to become more familiar with. List the word in the left-hand column. Write the definition in the middle column. Draw a picture that will help you remember the word in the right-hand column.

Word	Definition	Picture

Name _____

The March Family Motto

Directions: The March family motto is “hope and keep busy.” There are many ways that can be interpreted and applied to one’s life. Using that philosophy and any others you were able to get from the novel, pretend you are a member of the March family. Create a collection of philosophies and suggestions for living that the Marches would enjoy.

Understanding Values

Directions: Values represent people’s beliefs about what is important, good or worthwhile. For example, most families consider spending time together as very important—it is something they value. Think about the following characters from *Little Women*: Meg, Jo, Beth, Amy, Laurie, Mrs. March. What do they value? What beliefs do they have about what is important, good or worthwhile? On the chart below, list each character’s three most important values, from most important to least. Be prepared to share your lists during a class discussion. After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.

