



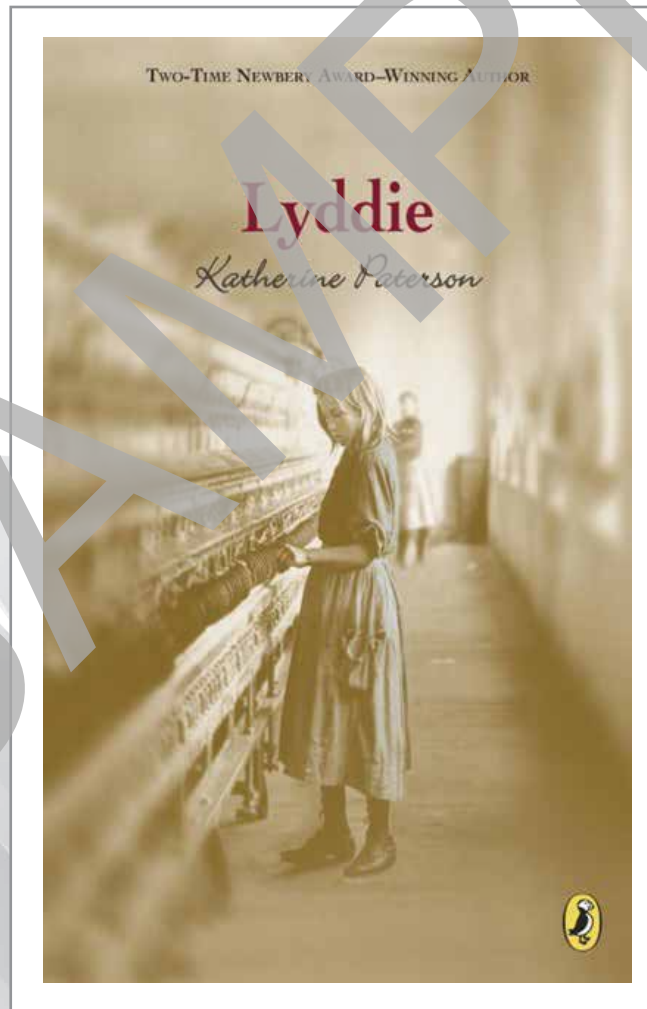
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Lyddie

Katherine Paterson



READ, WRITE, THINK, DISCUSS AND CONNECT

Lyddie

Katherine Paterson

TEACHER GUIDE

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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Skills and Strategies

Comprehension

Predicting, comparison/contrast, cause-and-effect

Writing

Response journal, description, character's diary

Vocabulary

Word mapping, prefixes, suffixes

Thinking

Decision-making, research

Listening/Speaking

Discussion, drama, role play

Literary Elements

Conflict, play on words, story elements, characterization, figures of speech, suspense

Summary

Katherine Paterson depicts a Lowell, Massachusetts fabric mill in the 1840's and a factory girl whose life is changed by her experiences there. In the first chapter, 13-year-old Lyddie stares down a bear in her family's kitchen. With her fierce spirit, she stares down a series of metaphorical bears in her years as a servant girl at an inn and then in her months under the grueling conditions as a factory worker. Lyddie is far from perfect, "close with her money and her friendships," but she is always trying. She suffers from loneliness, illness, and the loss of her parents at too early an age, but she survives and grows.

About the Author

Katherine Paterson, the daughter of missionary parents, was born in China and spent her early childhood there. Educated in both China and the United States, she graduated from King College in Bristol, Tennessee, and later received master's degrees from the Presbyterian School of Christian Education in Richmond, Virginia, and Union Theological Seminary in New York.

Katherine Paterson's works have received wide acclaim and been published in many languages. Among them are *Jacob Have I Loved* and *Bridge to Terabithia*, winners of the 1981 and 1978 Newbery Medals; *The Great Gilly Hopkins*, Newbery Honor Book and winner of the 1979 National Book Award.

Mrs. Paterson and her husband and four children live in Norfolk, Virginia.

Introductory Information and Activities

Instructions Prior to Reading:

You may wish to choose one or more of the following Prereading Discussion Questions and Activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

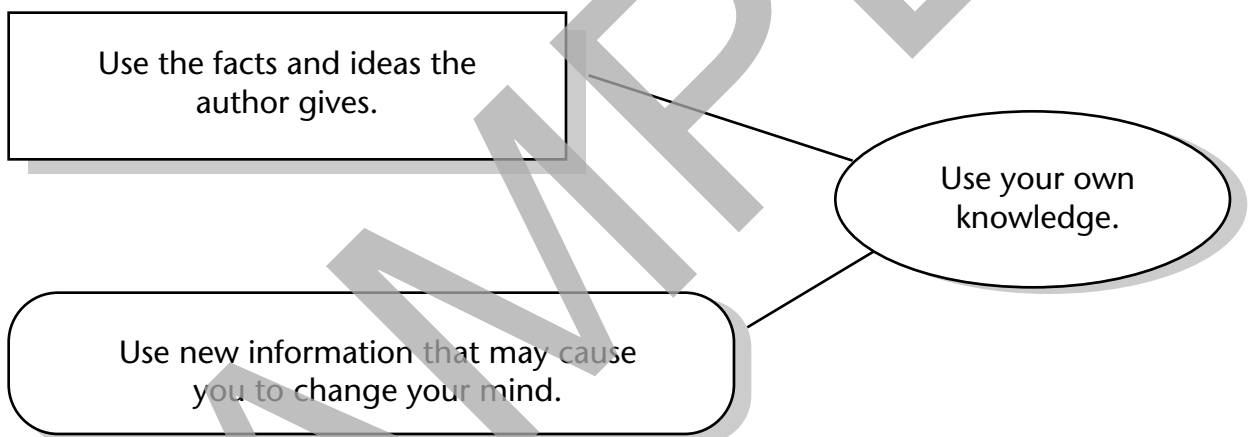
Prereading Discussion Questions and Activities:

1. **Previewing:** Have the students examine the title and cover illustration. Also suggest that they flip through the book and look at chapter titles. What does the girl's expression tell you about her feeling? What do you predict the story will be about?
2. **Concept Map:** Write "Courage" at the center of a large piece of paper, to be kept for later comparison with events in the book (or as a bulletin board display to be expanded as the story is read). Have students generate any ideas that come to mind when they hear the term, helping students organize them into categories such as "synonyms," "antonyms," "famous people who have shown courage," "situations in which students have needed courage," etc. Draw "wagon spokes" around the central concept ("Courage") to connect with the supporting ideas (categories). Encourage students to add to the chart during and after their reading of the novel.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Chapter 1: “The Bear”—Pages 1-9

Vocabulary:

anticipation 1	momentarily 2	tentatively 2	flail 3
loped 3	adversary 4	barrow 6	trousseau 6
shaft 6	plaits 7	heathens 7	abolitionists 7

Vocabulary Activity:

List the vocabulary words on the board or on a sheet of paper in the form of a table. Pronounce the words. Ask the students to rate their knowledge of each of the words as a group or individually.

Word	I Can Define	I Have Heard	I Don't Know
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Discussion Questions and Activities:

1. Who is the narrator of the story? (*not Lyddie*) What is a narrator? (*The person who tells a story.*) The angle from which the narrator tells the story is called the *point of view*. The three common points of view are: *First person* is where the writer chooses one character to be the narrator and tells the story from his/her point of view. In the *third person objective point of view*, the narrator of the story is an outsider. *Third person omniscient point of view* has a narrator of the story who is also an outsider, but can give insight into what the characters are thinking or feeling. (*Lyddie was written in this point of view.*) *Third-person limited* is a type of omniscient point of view because the narrator can give some insight into the characters' thoughts and feelings, but is limited to one character or only a few characters.
2. How was the “bear” their undoing? (*Pages 1, 4, and 5, The children’s mother lost control and decided to go to her sister’s because she believed the end of the world was near.*)
3. The bear is a symbol which Lyddie refers to in other parts of the novel. (*page 169*) What is a symbol? (*A symbol is an object, character, or incident that stands for something else.*) What do you think the bear symbolizes? (*Answers will vary.*)
4. Why do you think frightened people laugh like the children did on pages 1, 4, and 9?
5. Why did Lyddie’s mother want to go to Poultney? (*Page 5, She wanted to be with the faithful when the end of the world came.*)

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6. Where was the father of the family? (*Pages 5-6, The father had left to look for a better place to raise a family. "It was to escape that specter [the poor farm] that their father had headed West."*) Do you think he will ever come back?
 7. Why did Mattie Worthen hire her children out? (*Poor people put out their children for hire to save having to feed them and she needed any money they could earn.*) Can you think of other ways Mrs. Worthen could have earned money and kept the family together?
 8. Literary Analysis: Conflict is the struggle between two or more forces. There are external conflicts—character struggle against an outside force such as nature, society or another person and internal conflict where the struggle takes place within a character's own mind. There are three main types of conflict:

Person-against-person
Person-against-nature/society
Person-against-self

What types of conflict are there in this novel? Record all the instances of conflict as you meet them in your reading. (See Conflict Chart on page 11 of this guide.)

Prediction:

What will happen to Charlie and Lyddie?

Supplementary Activities:

1. A story map is an outline that helps you to understand and remember the story better. What do you know about the story after reading only the first chapter?
 - *What is the setting?
 - *Who is the main character?
 - *What is the problem?
- As the story is read, more characters may be added and the setting and the problem may change, so additions may be made. Fill in the story map that follows on page 12.
2. The author uses a "play on words"—page 5, *faithful* and *fate full*. Explain what is meant. The author uses other "puns" or the humorous use of a word in a way that suggests two interpretations. Look for these as you read.
 3. Begin an attribute web for Lyddie. (See pages 13-15 of this guide.)
 4. Illustrate a paragraph that sets the stage for this novel. (*pages 1-2*)