

Student Packet

Grades 7–8

My Side of the Mountain

Jean Craighead George

NOVEL UNITS[™]



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MY SIDE OF THE MOUNTAIN

by
Jean Craighead George

Student Packet

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Contains masters for:	3	Prereading Activities	
	8	Vocabulary Activities	
	1	Study Guide	
	1	Science Activity	
	1	Critical Thinking Activity	
	4	Literary Analysis Activities	
	1	Research Project	
	3	Writing Activities	
	1	Review Crossword	
	2	Comprehension Quizzes (Honors and Average)	
	2	Unit Exams (Honors and Average)	
	PLUS		Detailed Answer Key

Note

The text used to prepare this guide was the Puffin Books softcover published by the Penguin Group, ©1959, 1988 by Jean Craighead George. The page references may differ in other editions.

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 your class.

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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. _____ Runaways are unhappy.
2. _____ A good parent wouldn't let a teenager live alone in the wilderness.
3. _____ Courage means not being afraid.
4. _____ You have to conquer your fears on your own.
5. _____ We all need human companionship.
6. _____ Wild animals should not be kept as pets.
7. _____ I could survive alone by "living off the land" if I had to.
8. _____ Keeping busy takes my mind off my worries.
9. _____ Necessity is the mother of invention.
10. _____ Modern conveniences have made life better.
11. _____ Might makes right.
12. _____ Any normal red-blooded American boy wants to live in a tree house and trap his own food.
13. _____ It's surprising how you watch the weather when you live in it.
14. _____ Without electricity, I would die of boredom.
15. _____ In most of America, you can't live differently from the way others do without being noticed.

Chapter 10

1. How does a deer come to Sam?
2. What does Sam do with the deer?
3. How does Sam keep Frightful quiet when the hunters are nearby?
4. What is making the “popping” noise Sam hears at night?

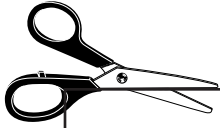
Chapter 11

1. How does Frightful “learn her ABC’s”?
2. How does Sam make leather from the deerhide?
3. What does Sam use the hide for?
4. What does Sam mean by the phrase “feather words” (p. 63)?
5. Why does Sam burn another tree?
6. Why do the hikers run out of the forest?
7. How does Sam get the deer for his suit?
8. What does Sam use acorns for?

Chapter 12

1. How does Sam find a “real live man”? What is the man like?
2. What sort of baths does Sam take?
3. Who is Jessie C. James? Why do you think Sam calls him that?
4. How does Sam help Jessie C. James? How do the raccoons help Sam?
5. What sorts of things does Sam make? Have you ever had any of these?
6. What clues does Sam deduce about the man? How does he put the clues together and come up with the wrong deduction?
7. The man calls out “Desdemondial!” Who is that?
8. Why does the man ask to call Sam “The Beau”?
9. What does the man say his occupation is? What evidence do you have to support that?
10. How long does Bando stay? Why do you think he stays?
11. What does Bando use the camp for? Why does he buy sugar? Does Sam seem to feel that this “corrupts” his habit of “living off the land”?
12. What is “Wedgewood” (p. 77)?
13. What does Bando teach Sam how to make? Where did he pick up so many of these “fruits” and?
14. How does Sam feel when Bando leaves?

Name _____



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scrabbly p. 70	sassafras p. 71	wincing p. 72	high tension wire p. 72
racketeer p. 71	bellows p. 82	devoted p. 79	sax p. 81

Directions: Form two teams of 3 or 4 people each. A player from team **A** picks one of the vocabulary words out of a hat or other container and either makes a drawing to elicit the word (as in "Win, Lose, or Draw" or acts it out (charades-style)). His or her teammates try to guess the word within three minutes. After time is up, a person from team **B** picks a vocabulary word out of the hat, and draws or acts it out for his or her teammates. A correct guess earns two points. The team with the greatest number of points at the end wins.

Write the vocabulary word that matches each definition or synonym, below.

1. _____ wind instrument
2. _____ implement with an air chamber for producing a current of air through a tube
3. _____ disorderly, unempt
4. _____ combed, pringed
5. _____ faith
6. _____ wire with high voltage
7. _____ tree with aromatic roots
8. _____ mobster, gangster
9. _____ secretly
10. _____ retribution, punishment
11. _____ primped, stroked
12. _____ twittering

Name _____

Directions: Sam ran away from home, as many of us have done at one time or another. Talk with other members of your group about why Sam left home and how he coped with the problems that came up along the way.

Now think about your own life. Focus on a time you ran away from home—even if you just left for a few hours. Why did you leave? Did your parents know you were going? Did you have a plan? How long did you stay away? What problems did you have? Did you learn anything about yourself?

On the birch bark, below, write a one or two-paragraph description of the time you ran away from home. Display your group's paragraph on a bulletin board entitled "Running Away from Home."

