



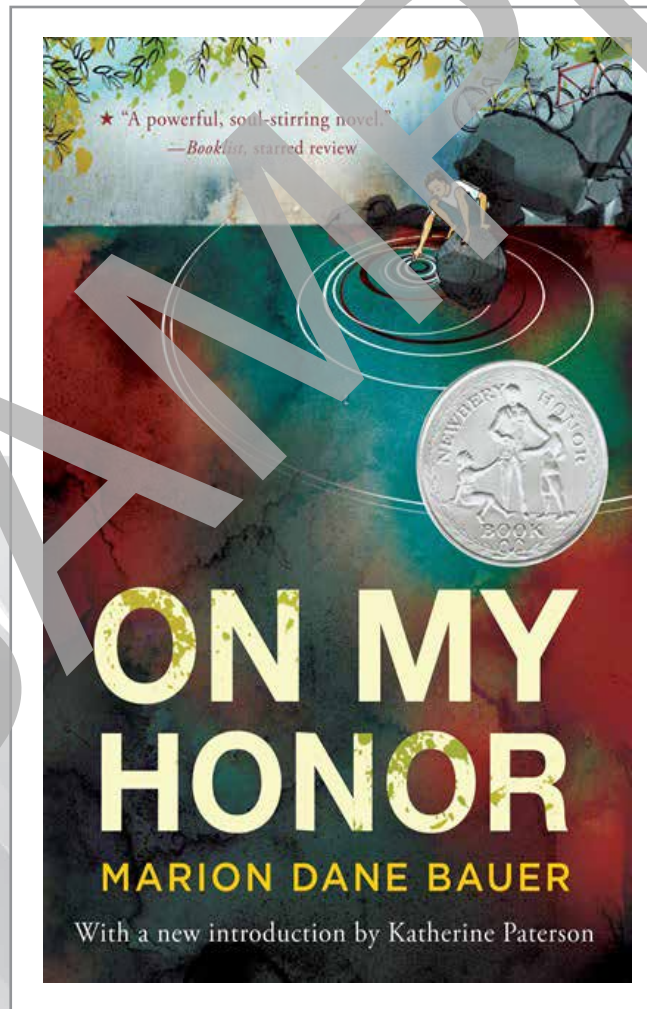
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# On My Honor

Marion Dane Bauer



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

# On My Honor

Marion Dane Bauer

## 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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**ISBN 978-1-50204-050-3**

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## Skills and Strategies

### Thinking

Brainstorming, synthesizing,  
analyzing, summarizing

### Literary Elements

Characterization, point of  
view, plot line, story  
elements, naming, chapter  
endings

### Writing

Sentence summaries,  
narrative, titling

### Vocabulary

Etymology, antonym/  
synonym, context clues,  
onomatopoeia

### Comprehension

Comparison/contrast,  
predicting, causality

### Listening/Speaking

Interviewing, improvisation,  
dramatize words and ideas

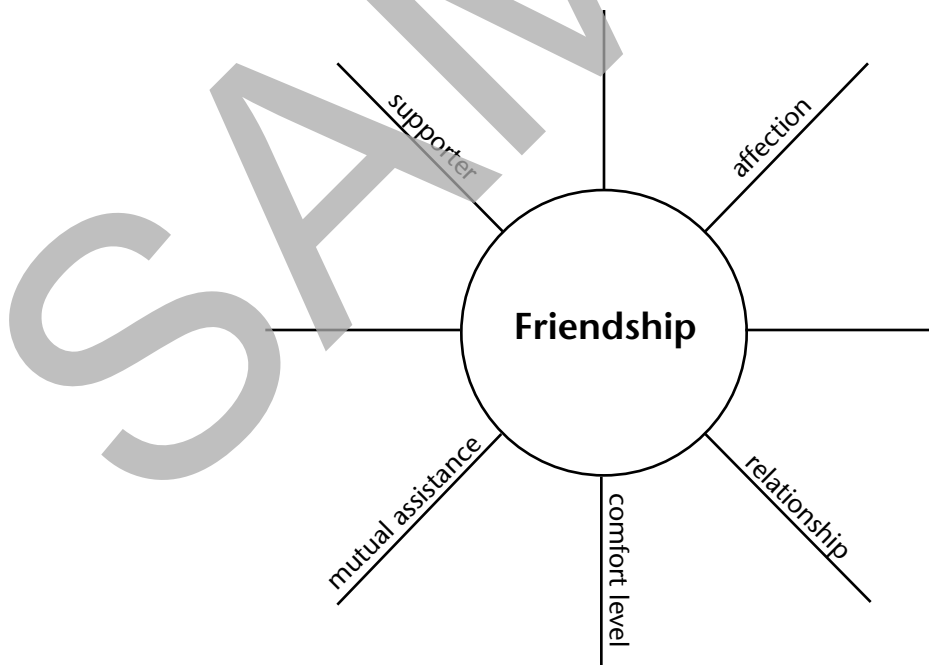
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**Summary of *On My Honor*:**

Tony and Joel had been friends since birth, twelve years ago. Though different in temperament, (Tony was impulsive and imaginative in the adventures and schemes he proposed while Joel was naturally more cautious), the boys were best friends. That friendship ended when Tony drowned in a swimming race to a sandbar in the middle of the local river. Joel and his father share their grief and guilt over the circumstances. The story is powerful, because it deals with death in a personal, meaningful way, and because the characters of Tony and Joel, as well as their relationship to each other, are beautifully crafted by Bauer.

**Initiating Activities:** (Several are provided from which the teacher may choose.)

1. This is a Newbery Honor Book. What do you expect from such a book? How are these books different from other books? What other Newbery award winning books have you read?
2. This book deals with friendship. In your mind, think of three friends. Then discuss with a partner what makes someone a friend. As a class, complete an attribute web on friendship. (See pages 4-6 of this guide.)
3. Complete the Anticipation Guide on page 24 which asks students to agree or disagree with selected quotes about friendship.



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## Chapter Three—Pages 17-24

### Vocabulary:

flailing 17

glowering 22

gawk 19

slog 22

thrashing 20

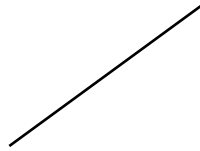
immersing 23

### Discussion Questions:

1. How do the boys differ in the way they each approach the water? (*Tony runs yelling down the hill with great exuberance, while Joel secures the bikes first and notices the poison ivy on the hill.*)
2. What are the boys' attitudes toward their fathers? (*Joel respects his father and is notably upset when his friend mocks Joel's father. See pages 15 and 21. Tony's reaction on page 22 suggests that Tony's father may have hit him with a belt. Joel is generally respectful of his parents and Tony is less respectful. See pages 6 and 7 when Tony lies about clearing the bike trip with his mother.*) Is your attitude toward your parents similar to either Joel's or Tony's?
3. How do the boys' reaction to each other and their challenges or taunts cause their actions in this chapter? (*Joel initially goes into the water because Tony challenges him. Joel brings up Tony's dad and the belt after Tony mimics Joel's father and his safety concerns. Joel challenges Tony to swim to the sandbar after Tony suggests Joel is scared to climb the cliffs.*)
4. Notice how the author ends each chapter so far. What feelings, as a reader, does she provoke? (*Answers vary, but may include a notion of emphasizing or repeating something important, providing a clue to the rest of the plot, providing a bit of falling action.*)

### Supplementary Activities:

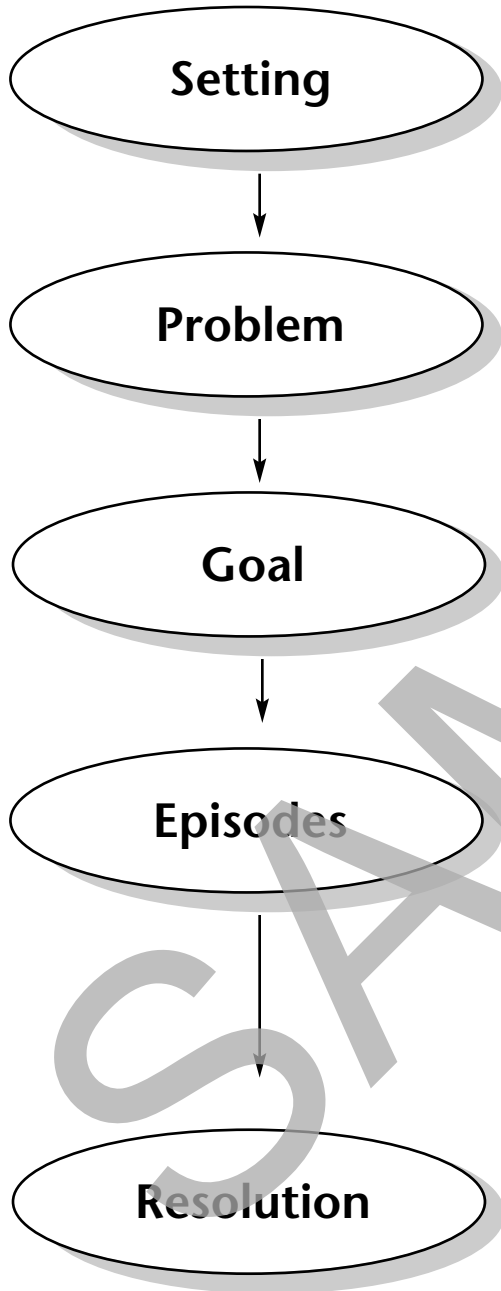
1. Explain why each chapter is an illustration of a traditional plot line.



2. Begin initially to fill in a story map of the story. Remember that the most crucial problem may not yet be revealed. (See page 12 of this guide.)

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## Story Map



Characters \_\_\_\_\_

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Time and Place \_\_\_\_\_

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Beginning → Development → Outcome

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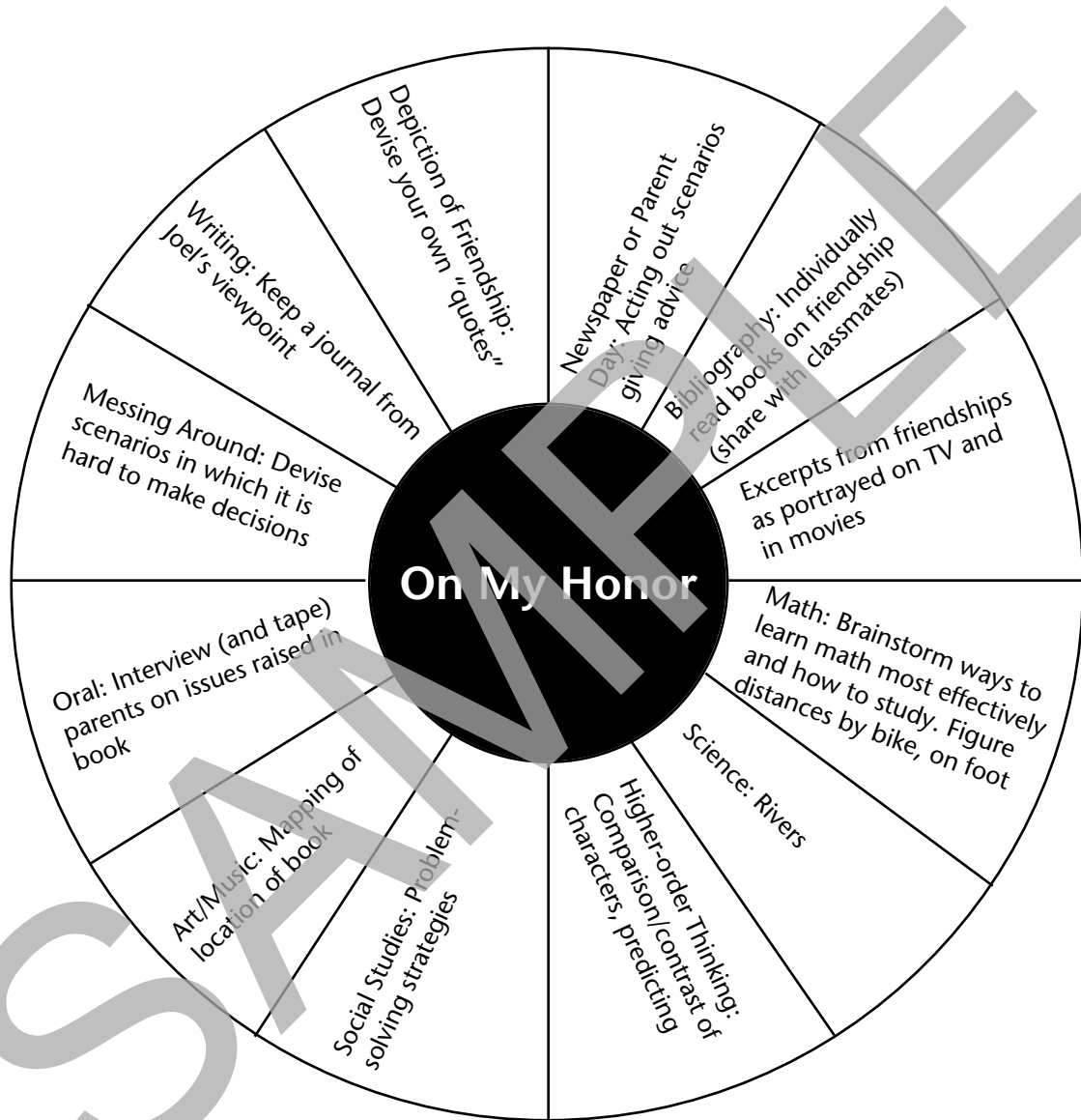
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## Integrated Curriculum Using On My Honor



Overview: Friendship, problem-solving, and the influence of peers are important matters for adolescent and pre-adolescent consideration. While emphasizing comprehension and vocabulary-building, content matters regarding friendship will be explored.