

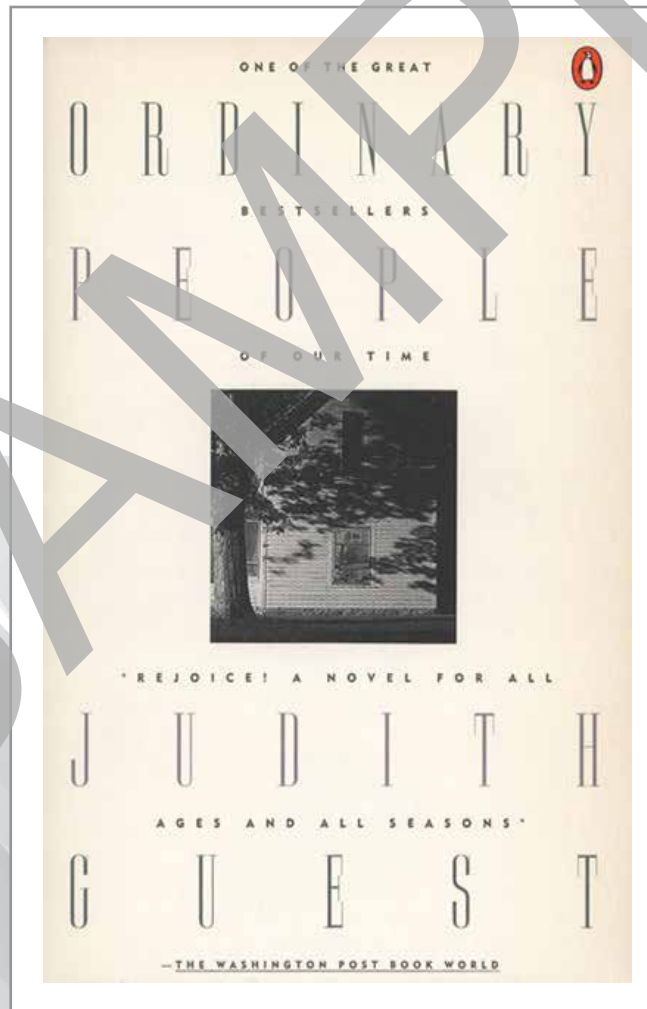


STUDENT PACKET

GRADES 9-12

Ordinary People

Judith Guest



READ, WRITE, THINK, DISCUSS AND CONNECT

Ordinary People

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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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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Word Meanings

reverence
paranoia
raucous

coalesced
fervent
disillusioned

inviolable
galvanized

obligation
irrevocably

Directions: Choose the word or phrase closest in meaning to the vocabulary word as it is used in the novel. Then, on a separate sheet of paper, use at least seven of the words in an original poem or one-page short story.

- _____ 1. **reverence:** (a) resignation (b) resilience (c) respect (d) restriction
- _____ 2. **coalesced:** (a) cooperated (b) glorified (c) honored (d) united
- _____ 3. **inviolable:** (a) sacred (b) safe (c) secret (d) peaceful
- _____ 4. **obligation:** (a) ambition (b) liability (c) occupation (d) responsibility
- _____ 5. **paranoia:** (a) cowardice (b) fear (c) frenzy (d) pain
- _____ 6. **fervent:** (a) firm (b) fragile (c) frequent (d) intense
- _____ 7. **galvanized:** (a) collected (b) gathered (c) protected (d) roused
- _____ 8. **irrevocably:** (a) irrationally (b) irresponsibly (c) undeniably (d) universally
- _____ 9. **raucous:** (a) foolish (b) raspy (c) rough (d) rowdy
- _____ 10. **disillusioned:** (a) disappointed (b) distraught (c) enlightened (d) violated

Name _____

Directions: On a separate sheet of paper, write a brief answer to each question as you read the novel at home or in class. Use the questions to guide your reading, prepare for class discussions, and review for quizzes and tests. Starred questions indicate thought or opinion questions.

Chapters 1–5

1. What does Conrad believe someone needs to have in order to get up in the morning?
2. Where, geographically, does Conrad wake up? How do you know this?
3. Why does Conrad believe the first day in the novel is important?
4. What does Beth want Calvin to discuss with their son?
5. Describe Calvin Jarrett.
6. What does Calvin believe are a father's duties?
7. What does Calvin tell Conrad to do? How does Conrad respond?
8. Who is Stillman, and what does Conrad think of him?
9. Why does Conrad feel there is a need to push himself to work hard in school?
10. Where does Conrad get to let his guard down? Whom does he meet while he is there?
11. For Conrad, how is the memory of Buck like a hole in one's mouth where a tooth used to be?
12. Over what do Calvin and Beth begin their argument? How do they each feel about the issue? Why doesn't Beth "understand" Calvin at all?
13. How does Calvin think he "lied" at lunch?
14. What does Conrad think of Dr. Berger?

Chapters 6–11

1. What is it that Calvin continues to ask himself? What answer does he settle on?
2. Who is Arnold Bacon, and what did he do for Calvin?
3. What is so special about November 5th?
4. Whom does Conrad meet at the diner? Why is this person important to him?
5. Why does Conrad feel ashamed during the conversation at the diner?
6. *What do the two friends agree to do? Do you think they will?
7. Where do Calvin and Beth go for the night? What happens there that upsets Beth?
8. What happens in the hallway after the trigonometry quiz?
9. What does Conrad dream about? How does he feel when he wakes up?

Name _____

Character Chart

Directions: In the boxes across from each of the feelings, describe an incident or time in the book when each of the listed characters experienced that feeling. You may use “not applicable” if you cannot find an example.

	Conrad	Jeannine	Beth	Calvin
Frustration				
Anger				
Fear				
Humiliation				
Relief				
Triumph				

Name _____

Story Map

Directions: Fill in each box below with information about the novel.

