

Student Packet

Grades 7–8

Out of the Dust

Karen Hesse



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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OUT OF THE DUST

by
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Student Packet

Written by
Phyllis Green

Contains masters for:

- 1 Prereading Activity
- 1 Study Guide
- 7 Literary Analysis and Writing Activities
- 2 Vocabulary Activities
- 2 Comprehension Quizzes
- 1 Research Activity
- 1 Final Project
- 1 Final Test
- Detailed Answer Key

PLUS

Teacher Note

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

Note

The Scholastic Press hardcover edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback 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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Note to the Teacher

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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 _____

3. Dust and music are featured in this section. Tell about each.

Spring 1934 (pages 37–51)

1. How does Billie Jo earn money?
2. How do the prospects for the harvests look?

Summer 1934 (pages 55–84)

1. What are the tragedies in this section?
2. How could you now change and add to your story map?

Autumn 1934 (pages 87–95)

1. Why aren't there any family stories in this section?
2. What are Billie Jo's "hunger" and "anger"?

Winter 1935 (pages 99–149)

1. Which poems deal with dust? Which deal with piano playing?
2. What is the general mood of this section?

Name _____

Out of the Dust
Activity #3: Literary Analysis
(Character Analysis)

Minor Characters

Directions: Identify the following minor characters from *Out of the Dust*—who are they, and what do they contribute to the story?

Mr. Noble (page 6):

Mr. Romney (page 6):

Livie Killian (page 8):

Arley Wanderdale (page 10):

Mad Dog Craddock (page 10):

Mr. Hardly (page 17):

Mrs. Brown (page 8):

Name _____

Descriptions from the Book

Directions: What do the following descriptions mean? Look at each quotation from *Out of the Dust*. Explain the meaning of each one and your personal reaction to the words.

Quotation	Meaning	My Reaction
"smooth/buttery rhythms" (page 13)		
"whittled down to the bone" (page 16)		
"foul as maggoty saw" (page 29)		
"so much flannel dry on the line" (page 30)		
"like a pot in an empty kitchen" (page 41)		
"his legs like willow limbs" (page 59)		

Name _____

Out of the Dust
Comprehension Quiz #1
(pages 1–84)

Comprehension Quiz #1

Part I: Use four of these vocabulary words in sentences.

testy
maggoty
sorghum

plowboy
shrieking
stupor

carcasses
grizzled
biding

(Style)

What is free verse? _____

(Main Idea and Details)

Part II: Mark each statement **T** if it is True or **F** if it is False.

- _____ 1. Billie Jo is a country/western singer popular in Texas.
- _____ 2. The most prominent musical instrument in the book is a steel guitar.
- _____ 3. Franklin is the boy-next-door who Billie Jo wishes would come to visit.
- _____ 4. The book is set in 1960, Oklahoma.
- _____ 5. Billie Jo is an orphan and is taken in by her aunt who lives in Lubbock.

(Main Idea and Details)

Part III: On a separate sheet of paper, write four true statements about the book.