



STUDENT PACKET

GRADES 9-12

Peace Like a River

Leif Enger

READ, WRITE, THINK, DISCUSS AND CONNECT

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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 _____

Word Map

narcosis	denouement	lexicon	contrite
hackneyed	sequestered	preening	redaction
maligned	craven	hauteur	repugnant
susceptible	indignant		

Directions: Complete a word map for seven of the vocabulary words above.

Definition

Synonym

Antonym

Pronunciation

Part of Speech

Vocabulary Word

Sentence

Name _____

The Little Man's Country–Boy Ready

1. What instructions does Davy give Reuben before he brings him to the cabin?
2. Where did Waltzer and Davy meet? Why did Davy agree to go with Waltzer?
3. What does Waltzer think of Reuben's prayers? What does he think of Reuben's asthma?
4. What method did Teddy Roosevelt use to cure his asthma? Does this method work for Reuben?
5. According to Swede, why does Jeremiah move out to the Airstream trailer? How do the children feel about this?
6. How does keeping the secret about Davy's whereabouts affect Reuben?
7. Who is Sara, and what are Jape Waltzer's plans for her?
8. What "dread realization" does Reuben have about their stay with Roxanna?
9. What does Dr. Nickles think of Jeremiah's treatment for Reuben? What does Dr. Nickles prescribe?
10. What news does Reuben bring to Davy and Waltzer? Why does Reuben later regret his decision, and what does he do next?

The Ledger of Our Decisions–The Curious Music That I Hear

1. How does Swede react to Reuben's secret?
2. What is Reuben recruited to do, and how does he fail at this task? What are the consequences?
3. What does the search party find at Waltzer's cabin?
4. Why does the Land family return to Roofing? How do they acquire their new home?
5. According to Reuben, what happens to Andreeson? What do others think of his theory?
6. How does Davy escape Jape Waltzer, and what favor does he ask of his family?
7. What happens before Davy leaves the Lands' home?
8. What three things does Jeremiah ask of Reuben before they part ways in Heaven?
9. What happens to Reuben and Sara when they grow up?
10. What becomes of Jape Waltzer? of Davy?