

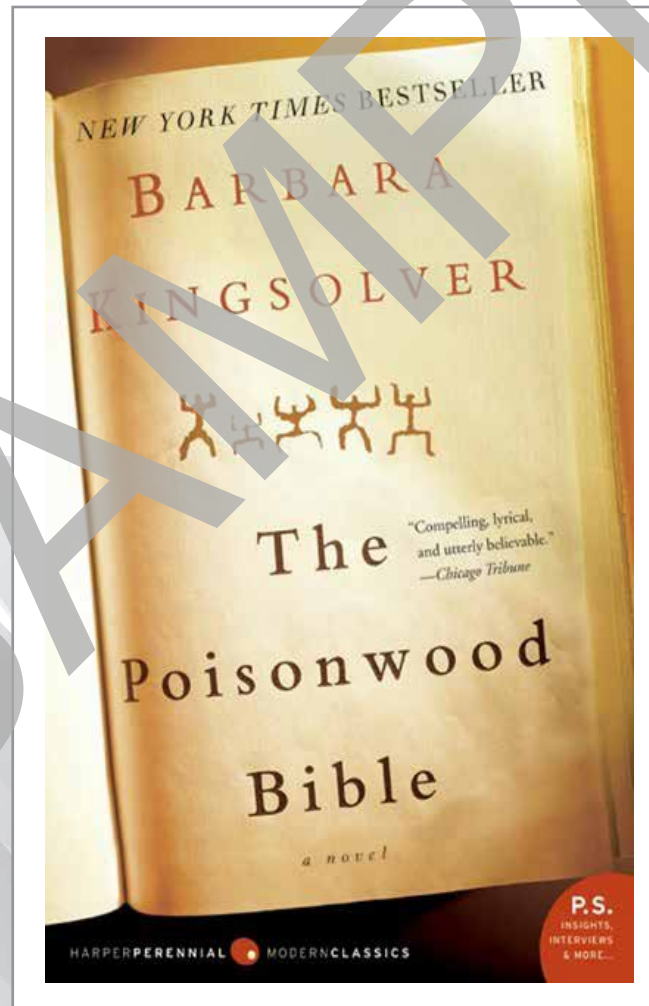


STUDENT PACKET

GRADES 9-12

# The Poisonwood Bible

Barbara Kingsolver



READ, WRITE, THINK, DISCUSS AND CONNECT

# The Poisonwood Bible

Barbara Kingsolver

## STUDENT PACKET

**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)

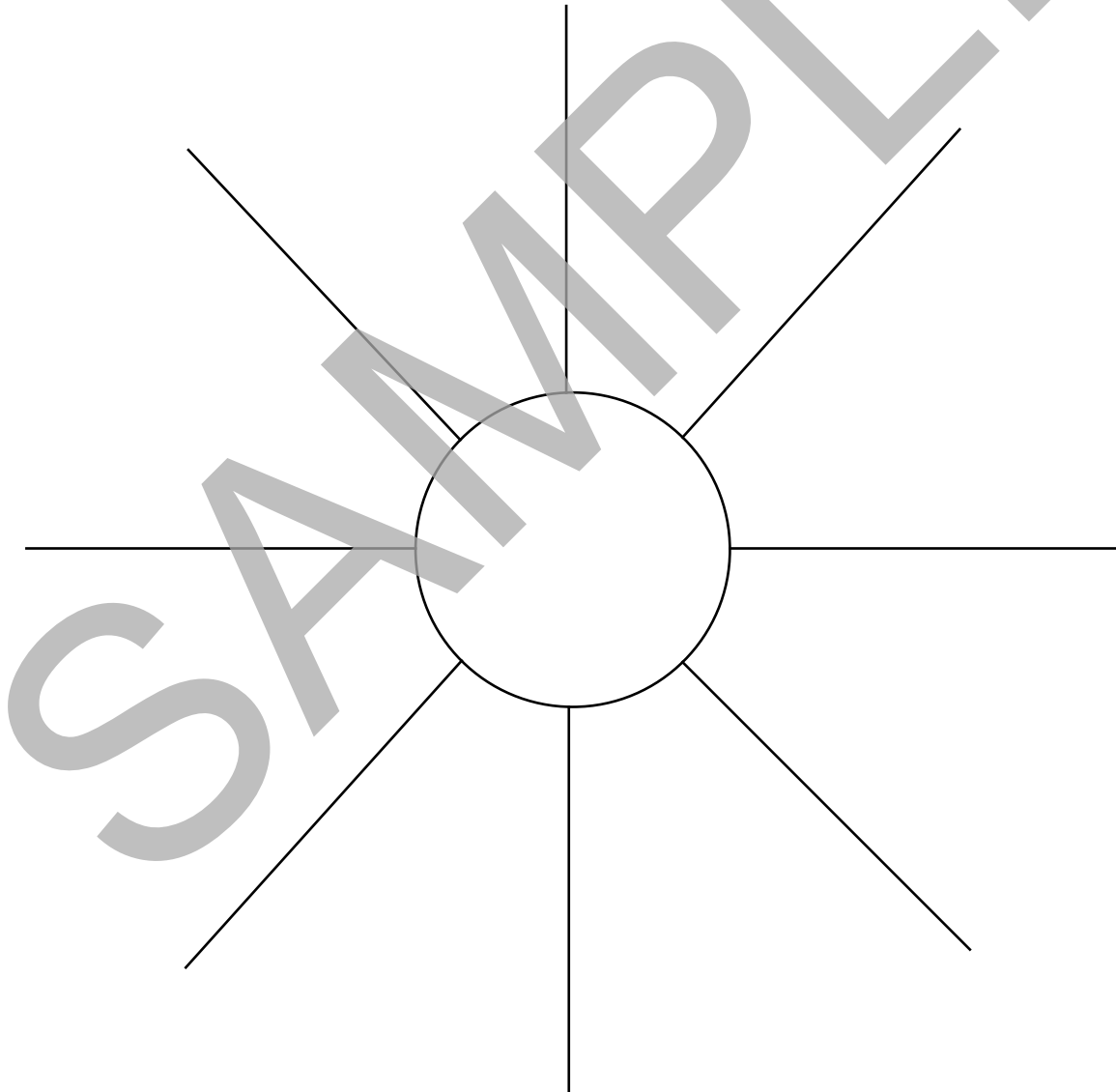
**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- 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 \_\_\_\_\_

### Novel Preview

**Directions:** Complete the web by placing the name of the novel in the center circle and writing the following information on the spokes: (1) name of the author (2) what the title suggests to you (3) copyright date (4) what the cover suggests to you (5) number of pages in the novel (6) to whom dedicated (7) date of publication of this edition (8) your prediction for the novel.



Name \_\_\_\_\_

### Vocabulary Word Map

affinity aphasia pagan parable	imperious benevolence diabolical benign	apocalypse stipend desultory putative	emissaries paroxysm castigated
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**Directions:** Complete the word map for five of the vocabulary words above. Share your completed maps with the class. Write a paragraph or poem in which you use these five words as they are used in the novel.

<b>Synonyms</b> _____ _____ _____	<b>Antonyms</b> _____ _____ _____
<b>WORD</b> _____	
<b>Definition in your own words</b> _____ _____ _____	<b>Used in a sentence</b> _____ _____ _____

Name \_\_\_\_\_

**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

### **Book One: Genesis, pp. 1–42**

1. Define the title of Book One, "Genesis." How do you think this and the accompanying scripture references will correlate with the novel?
2. Identify and write a one-sentence description of each of the six members of the Price family.
3. How does the Price family prepare for their tenure in Africa? How do they circumvent the airline's weight limit?
4. Who first greets the Price family when they arrive in Africa? Who flies the plane that takes them to Kilanga?
5. What does Ruth May think God says about Africans? How does this affect her view of Africa?
6. How do the African natives welcome the Price family? How does the family react?
7. What is Adah's handicap? What effect does this have on her? How does she cope with it?
8. What is the family's number one enemy in Africa? How do they counteract it?
9. Who helps Nathan plant his garden? What does Mama Tataba tell Nathan he needs to do? What happens to him while he is working in his garden?
10. Whom does Nathan replace at the African mission? What is the Mission League's opinion of the former missionary?
11. How does Leah feel about her father?
12. **Prediction:** Will Nathan Price be successful in converting the natives?

### **Book One: Genesis, pp. 43–82**

1. How does Nathan demonstrate the Easter story? What does he expect to happen? What does happen? How does the day end?
2. What titles are attached to the names of each man and woman in the Congo?
3. Who is Methuselah? What does he do that makes Nathan furious?
4. What is Nathan's primary punishment for his daughters? What does the punishment require them to do?
5. What is Adah's palindrome for her father? Why do you think she refers to him like this?
6. How does Nathan "feed the belly first" (p. 70)? What is the result of this endeavor?

Name \_\_\_\_\_

### Character Analysis Boxes

**Directions:** Label the boxes below with the names of characters who appear in the novel. Working in a small group, discuss the attributes of the various characters. In each character's box, write several words or phrases that describe him or her.

The form consists of eight empty rounded rectangular boxes arranged in two rows of four. Each box is intended for a character's name and description. A large, light gray watermark with the word "SAMPLE" is oriented diagonally across the page, from the bottom left towards the top right.

Name \_\_\_\_\_

### Metaphors and Similes

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

**Directions:** Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with "M" and similes with "S." Translate the comparisons in your own words, and then list the objects being compared.

Metaphors/Similes	Ideas/Objects Being Compared
1.  Translation:	
2.  Translation:	
3.  Translation:	