

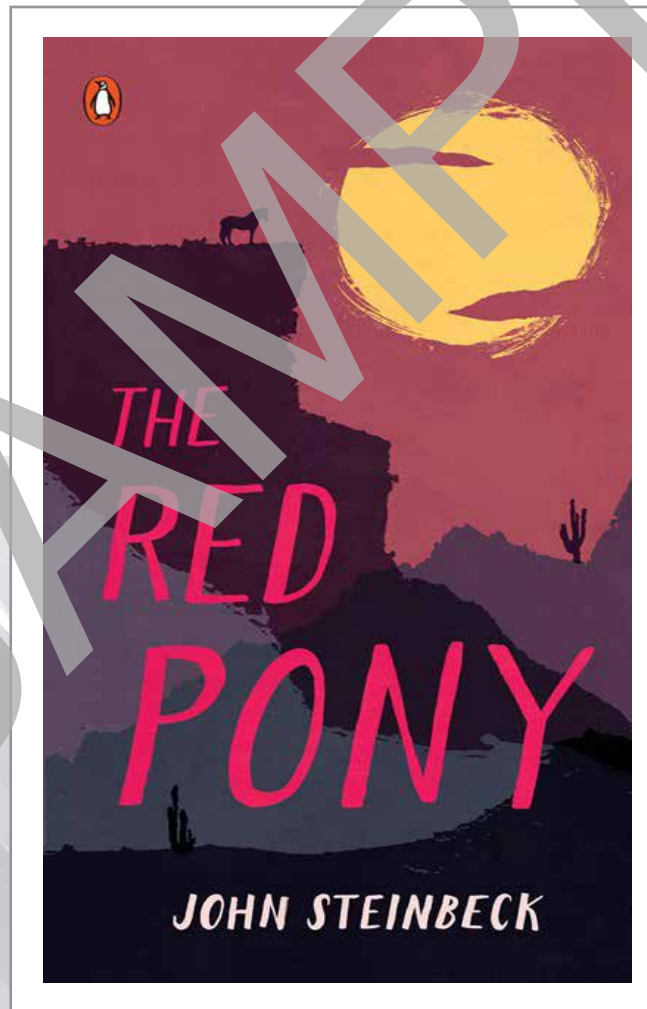


STUDENT PACKET

GRADES 9-12

The Red Pony

John Steinbeck



READ, WRITE, THINK, DISCUSS AND CONNECT

The Red Pony

John Steinbeck

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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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Chapter III: "The Promise"

1. After reading the first page of this chapter, how do you imagine the setting? What do you see? hear? smell? feel? taste?
2. What is spring like at the Tiflin ranch? What is the mood? How do you feel as you read this chapter?
3. How does Jody feel when he learns that his father wants to talk to him?
4. How does Billy "run interference" for Jody? Why?
5. Why does Billy say, "It's a long time to wait"? How long does Jody wait for Nellie to throw her colt? What kind of a wait is it for Jody?
6. How do Billy and Jody get along during the wait?
7. What is warm mash? Why does Mrs. Tiflin prepare it for Nellie?
8. Why isn't Christmas the central day for Jody this year?
9. What happens when Nellie's colt is born?
10. Why will Jody have to feed the colt by hand?
11. How does Billy feel at the end of Chapter Three? How does Jody feel?

Chapter IV: "The Leader of the People"

1. Where have the mice been living and multiplying? What will happen to them now?
2. Why is a letter exciting to Jody?
3. Who has written the letter? How do Jody, Carl, and Mrs. Tiflin react to the letter's message? Why are the three reactions different?
4. Describe Jody's grandfather.
5. Why does Carl interrupt Grandfather?
6. What does Grandfather overhear? How does it make him feel?
7. What is the "awful thing" that Carl has to do? How does he feel?
8. Why doesn't Jody kill the mice?
9. Is Jody kind to his grandfather? How and why?
10. What is your feeling at the end of the chapter?
11. What questions do you have that are left unanswered?

Name _____

The Red Pony
Activity # 2 • Vocabulary
"The Gift"

- | | | | |
|-----------------------|--------------------|-----------------|------------------|
| bandy-legged (1) | deliberate (2) | cow-hand (2) | triangle (2) |
| chambray (4) | disciplinarian (3) | jovial (3) | carrion (5) |
| sauntered (5) | quartz (5) | cartridges (6) | hampered (7) |
| lowing (7) | disciplinary (8) | currying (9) | morocco (10) |
| disparagingly (10) | hackamore (10) | cayuse (15) | riata (15) |
| rambunctiousness (18) | nickered (19) | geometric (20) | fallible (23) |
| contempt (23) | ague (27) | whetted (29) | carborundum (29) |
| provocatively (30) | incensed (30) | dispirited (32) | absently (33) |

Directions: Choose one word from the list above and turn to the page on which it is used in the novel. After examining how the word is used in context, complete the word map and explain your finished map to others in your group who have chosen different words.

Synonyms

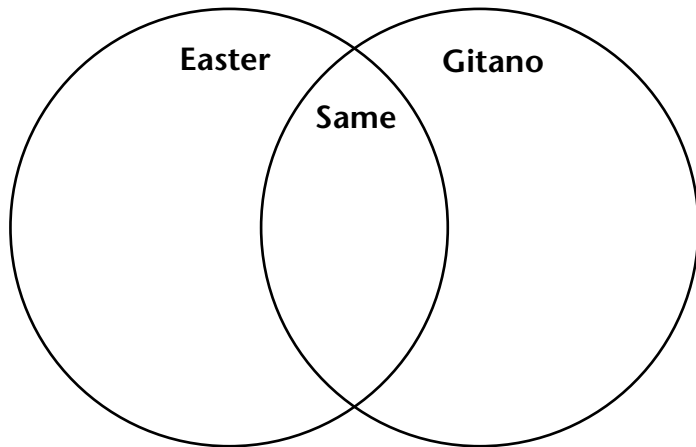
Antonyms (or picture)

WORD: _____

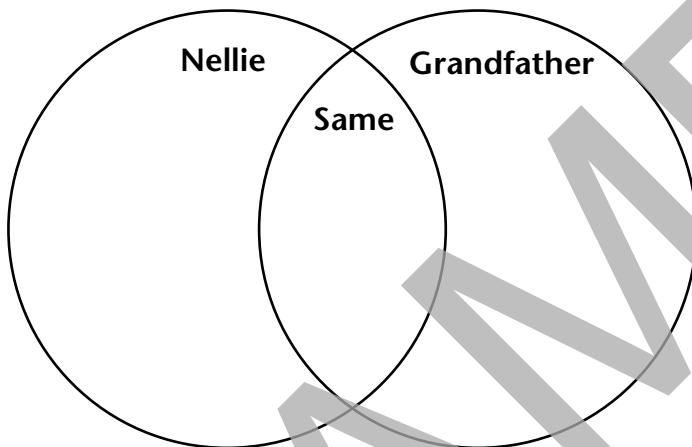
Definition in your own words:

Word used in a sentence:

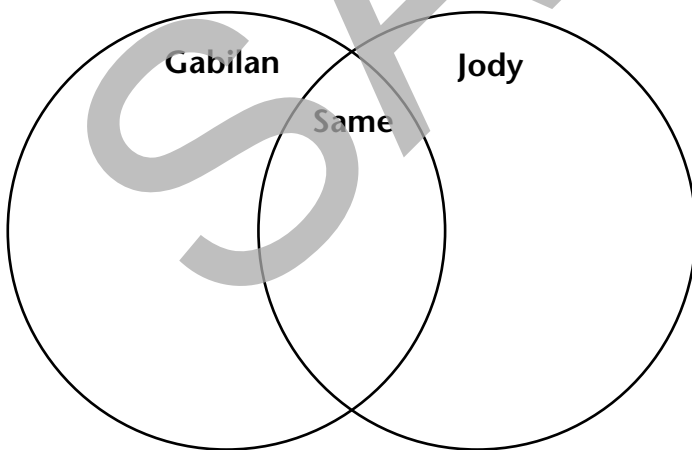
Name _____



3. How is Easter like Gitano? How are they different? Complete the Venn diagram at the left.



4. How is Nellie like Grandfather? How are they different?



5. How is Gabilan like Jody? How are they different?

Writing Assignment

Trace the themes of birth and death throughout *The Red Pony*. Explain what you think the author might be saying about the cycle of life. Use supporting details from your lists on page 3 of this guide and the diagrams above.

Name _____

Directions: A story map helps you understand and remember the story you have read. As you fill in the story map below for the fourth chapter, ask yourself these questions:

- Setting:** Where and when does the action take place?
- Problem:** What problem does Carl think Grandfather has?
- Goal:** What do Carl/Jody/Billy want Grandfather to do?
- Action:** What happens to cause a change?
- Outcome:** Is the problem solved? What happens in the end?

Setting (characters, time, place)

Problem

Goals

Action (events, reaction)

Outcome

Writing Activities:

1. Write a synopsis of the story using your map.
2. Write five good discussion questions for fellow students, based on your map.