

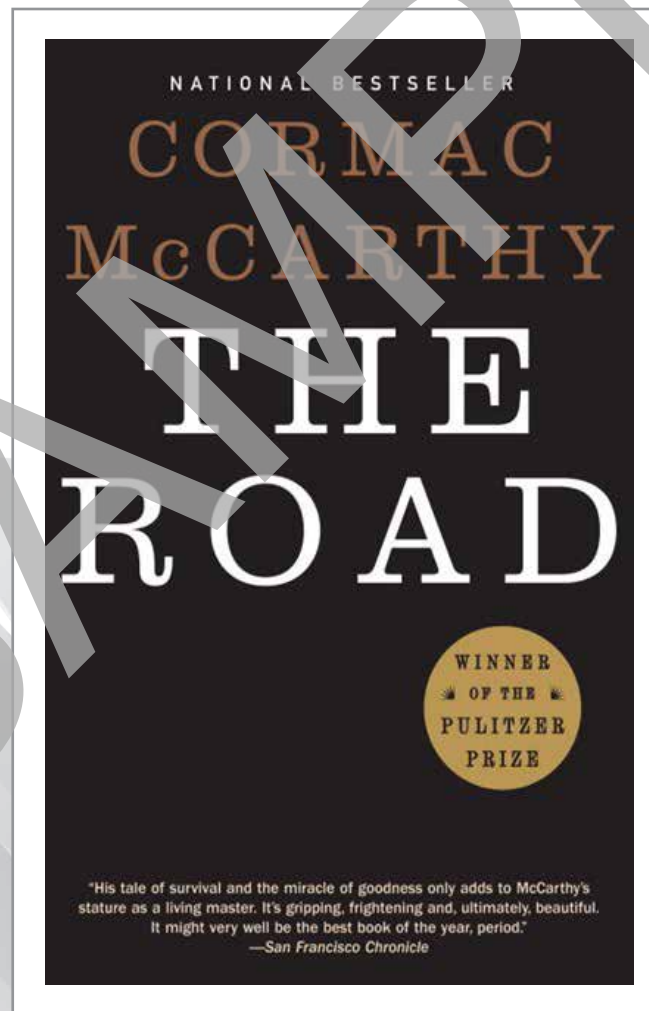


**STUDENT PACKET**

**GRADES 9-12**

# The Road

Cormac McCarthy



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Road

Cormac McCarthy

## 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!

---

**ISBN 978-1-50204-926-1**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

## 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 \_\_\_\_\_

### Getting the “Lay of the Land”

**Directions:** Prepare for reading by answering the following short-answer questions.

1. Who is the author?

\_\_\_\_\_

2. What does the title suggest to you about the novel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When was the novel first copyrighted?

\_\_\_\_\_

4. How many pages are there in the novel?

\_\_\_\_\_

5. Thumb through the novel. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the novel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What does the cover suggest to you about the novel?

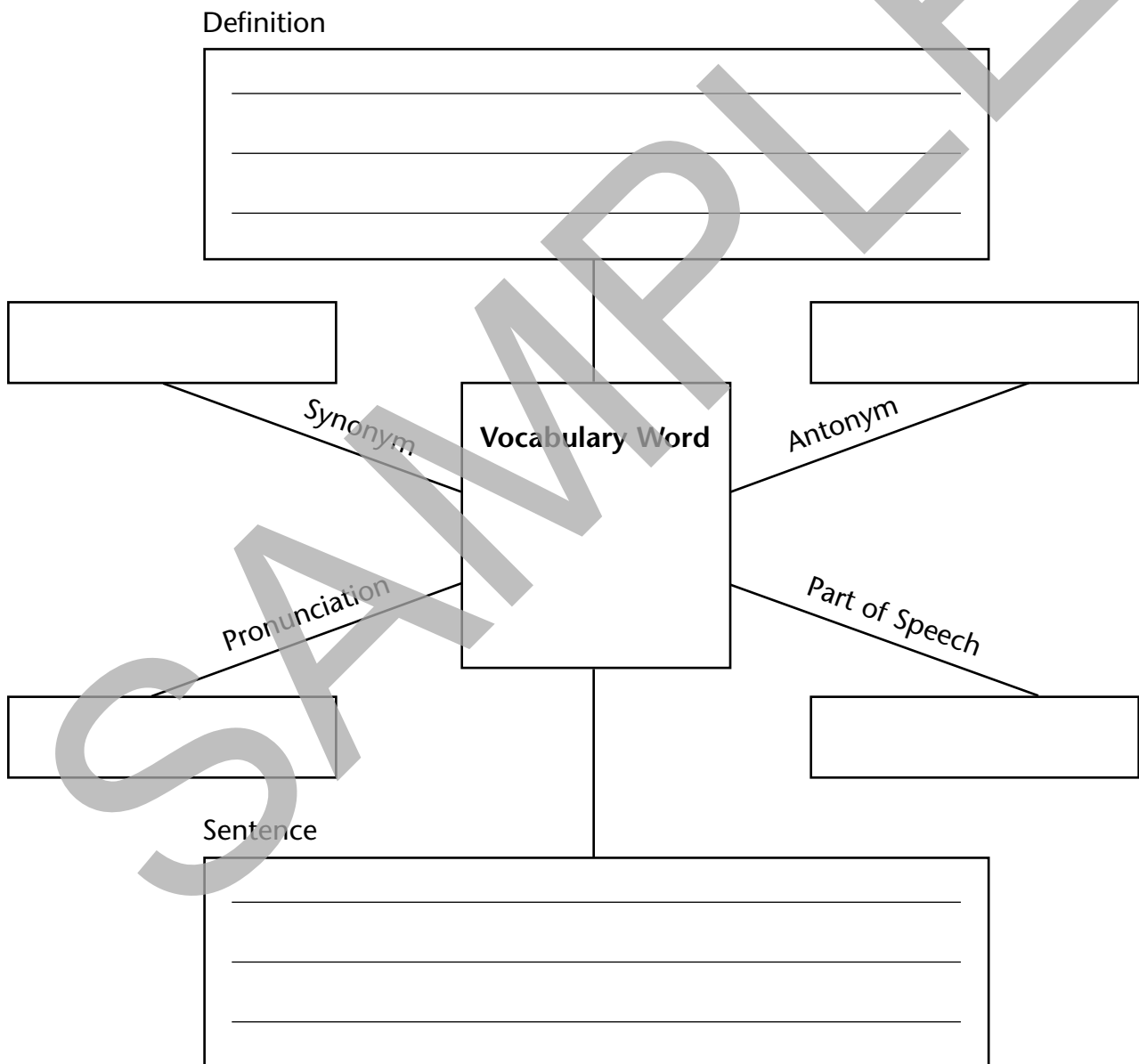
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

### Vocabulary Word Map

feral tinder tableau	migratory palisade phalanx	outlandish incandescent	sinister oblivion
----------------------------	----------------------------------	----------------------------	----------------------

**Directions:** Complete a word map like the one below for five of the vocabulary words above.



Name \_\_\_\_\_

7. Why is the boy disappointed once they reach the coast?
8. Why does the man tell the boy he must stay behind while he (the man) explores the ship?
9. What does the man expect to find on the ship?
10. What does the boy forget in the sand that they must go back for?

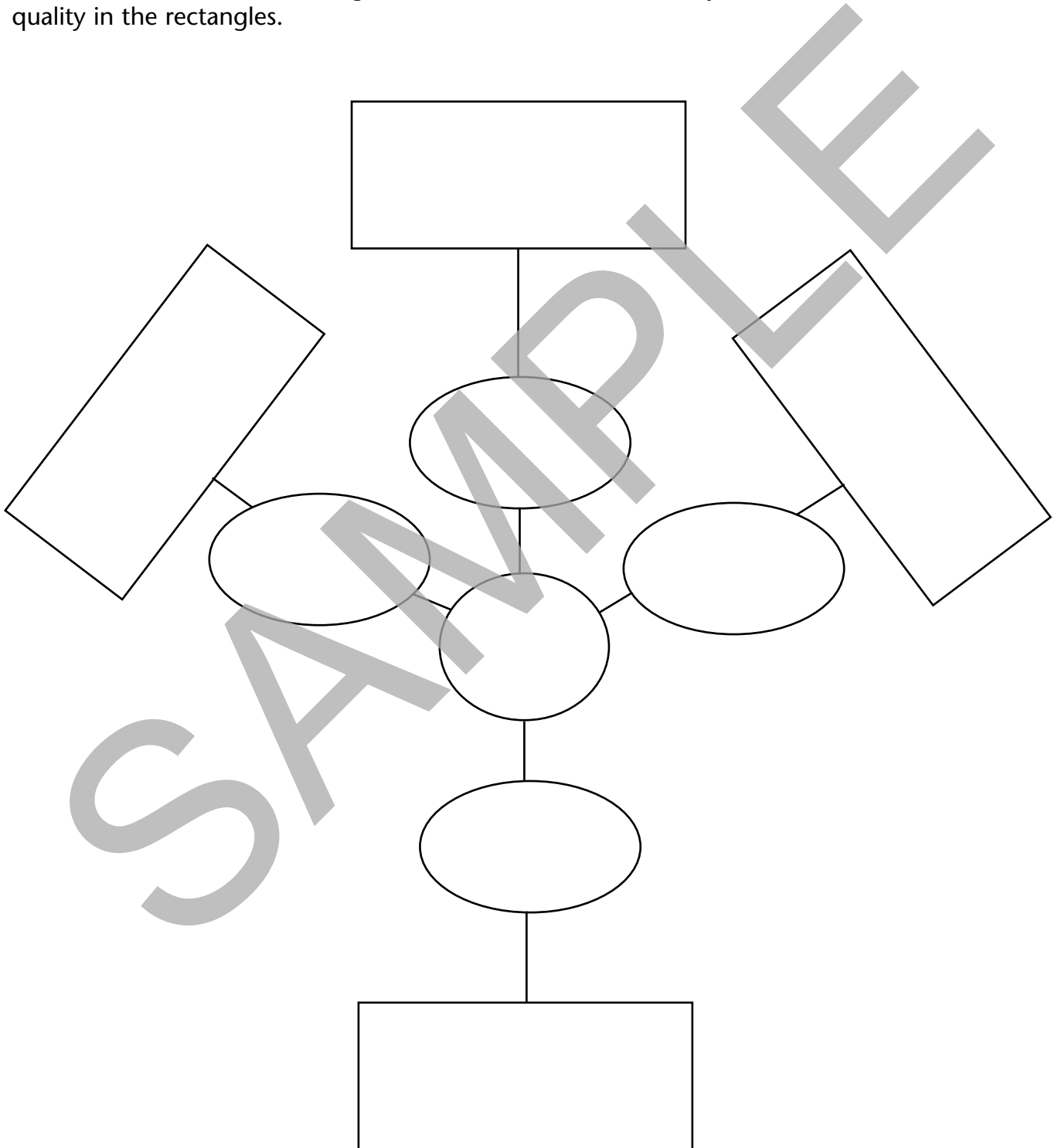
### **Pages 234–287**

1. Why does the man feel it is useless to hide the old corpse from the boy?
2. What important items does the man find in the cockpit?
3. What soon terrifies the man?
4. Why is the man angry with the boy for crying?
5. What does the man concede to help ease the boy's conscience about the thief?
6. How is the man injured in the small port town?
7. What does the man encourage his son to continue doing on his own?
8. For how long does the boy stay with his dead father?
9. What does the veteran offer to do for the boy?
10. What is the boy unable to participate in with the veteran's family? What does he do instead?

Name \_\_\_\_\_

### Characterization

**Directions:** Place either “the man” or “the boy” in the center circle. Write words that describe him in the surrounding ovals. List details from the story that demonstrate each quality in the rectangles.



Name \_\_\_\_\_

**Directions:** In the numbered boxes below, list four sequential events from the novel that demonstrate the boy's maturation during the journey. In the blank boxes, tell how the boy matures as a result of each event.

**Time Line**

