

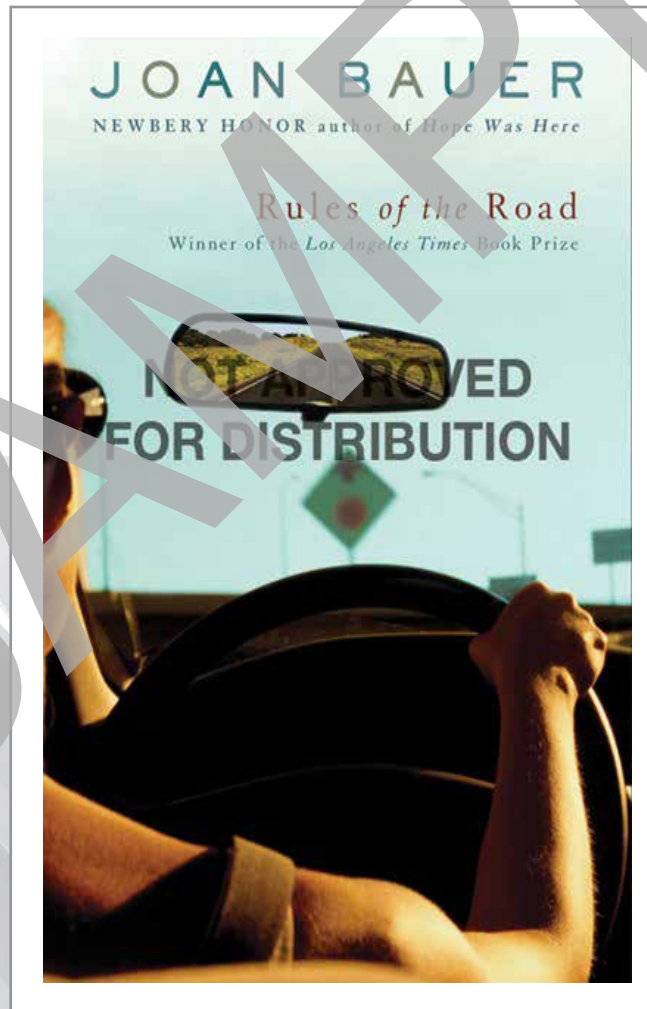


STUDENT PACKET

GRADES 9-12

Rules of the Road

Joan Bauer



READ, WRITE, THINK, DISCUSS AND CONNECT

Rules of the Road

Joan Bauer

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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 _____

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 _____

Fill in the Blanks 1

rifling	chimed	density	compression
commission	traction	alignment	lumbered
fumbled	penalize	exhuming	shallowness
forage	suspicious	promptness	qualification
solitary	confinement	postpone	perilous
premature	behemoth	rudimentary	monetary
steeling			

Directions: Fill in the blanks with the correct vocabulary word.

1. We had to _____ our trip to the beach due to the hurricane.
2. The doctors told my grandfather he had backaches because his spine was out of _____.
3. The computer technician suggested the _____ of my files to save space.
4. After school I was _____ through the cabinets looking for something to eat.
5. The ball's _____ prevented it from floating.
6. I worked on _____ at the furniture store in addition to my regular wages.
7. The referee was going to _____ the football player for pass interference.
8. The policemen stood _____ themselves in the dark hallway, waiting for the burglar to suddenly appear.
9. The old clock still _____ on the hour every hour.
10. My tires had no _____ on the snow and ice.
11. The large man _____ through the waves trying to grab a beach ball that had blown away.
12. The archaeologists spent most of the afternoon _____ the ancient pottery from several feet below the surface.

Name _____

7. What job did Jenna and Ken Woldman both have when they were younger?
8. What do you think Jenna might be implying when she describes Harry as being like “a surgeon scrubbing up for an operation” (p. 145)?
9. What does Jenna believe makes “all the difference” in selling and in life?
10. After Jenna dances with the cowboy in the mall, she says he gave her a “gift.” What do you think she means?
11. How does Harry respond to Jenna after she claims that talking to her dad is pointless?
12. What gift does Harry give Jenna and Mrs. Gladstone the night he offers to speak with someone about the stockholders meeting?
13. What happens to Harry the night he drives to meet his friend?
14. What does Jenna decide about her emotional state at the funeral?

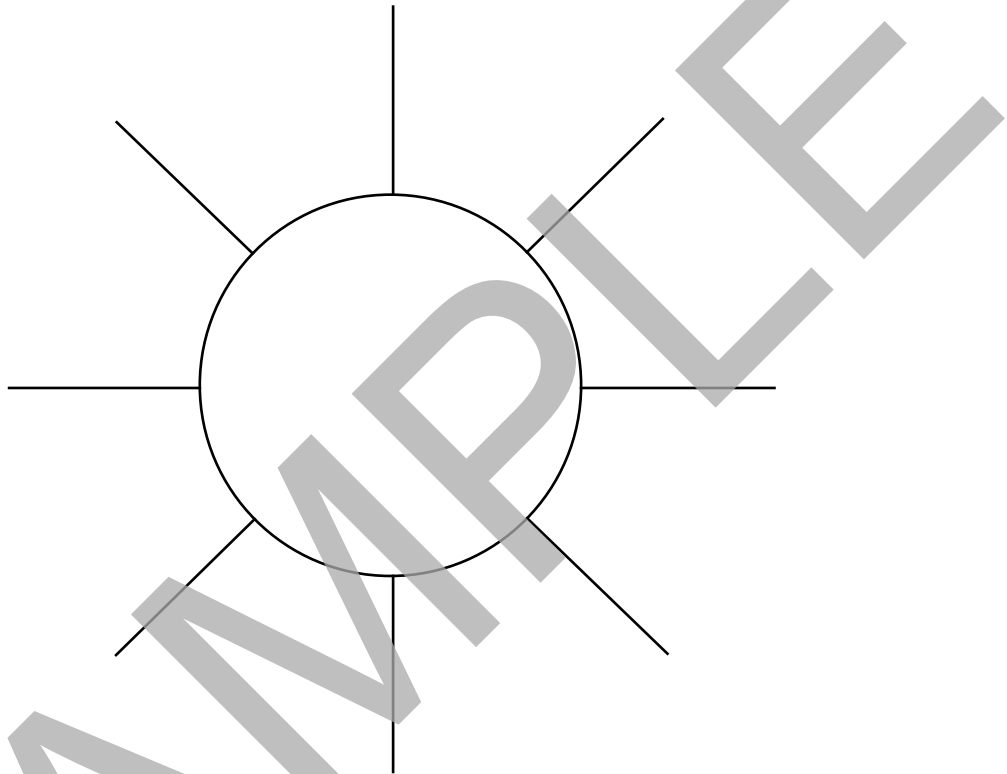
Chapters 23–28

1. What do you think Jenna means when she says “...it’s less important that you get to your destination than the sidetrips you take along the way” (p. 165)?
2. How does Mrs. Gladstone react when Jenna tries to make her feel better about Harry’s death?
3. What does Jenna do to remedy this tense situation?
4. Who told Jenna that she should “never miss a good opportunity to shut up” (p. 166)?
5. How does Elden keep Jenna out of the stockholders meeting?
6. What is Jenna’s answer when the cab driver asks if she has made someone nervous?
7. How does Jenna get into the stockholders meeting?
8. Why is Jenna officially allowed to stay in the meeting after Elden protests?
9. What do the members decide about the fate of Gladstone’s Shoe Stores?
10. What does Mrs. Gladstone have to say to Jenna’s mom about Jenna?
11. What does Faith say she has learned by having to deal with their dad in Jenna’s absence?
12. Why do you think Jenna would get into a car with her dad behind the wheel?
13. What does Jenna do once she realizes her father is driving drunk?
14. What is one of the first places Jenna drives to in her new car?
15. What memory does Jenna’s grandmother finally have when they are together?
16. What conditions does Jenna set for her father when she meets him in the park?

Name _____

Thematic Analysis

Directions: Choose a theme from the novel to be the focus of your word web. On the spokes, provide examples from the novel that support the theme. Then answer the question in each starred box.



★ What is the author's main message?

★ What did you learn from the novel?

Name _____

The Five Senses

Directions: Choose a character from the novel, and circle one of the five senses shown. On the lines below, describe what the character experiences through the chosen sense. You may limit your description to a specific chapter in the novel, or you may wish to examine the entire novel if time/space allows.



Character: _____
