

Student Packet

Grades 7–8

# Rules of the Road

Joan Bauer

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# RULES OF THE ROAD

by  
Joan Bauer

## Student Packet

Written by  
Dr. Cynthia Hawkins

**Contains masters for:**

- 3 Prereading Activities
- 5 Vocabulary Activities
- 1 Study Guide
- 3 Critical Thinking Activities
- 2 Character Analysis Activities
- 3 Literary Analysis Activities
- 2 Comprehension Activities
- 5 Quizzes
- 1 Novel Test

**PLUS**

Detailed Answer Key  
and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2005 Speak paperback edition of the novel, © 1998 by Joan Bauer, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-14-240425-X

**Please note:** Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**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 \_\_\_\_\_

12. The study blamed the high percentage of unhealthy patients on frequent \_\_\_\_\_ of junk food.
13. My mom was \_\_\_\_\_ the house for spiders this morning after she saw one in the cabinet.
14. She was always \_\_\_\_\_ in the finest loafers.
15. He showed his \_\_\_\_\_ nature when he thanked everyone he knew upon accepting his award.
16. The room had the \_\_\_\_\_ to seat up to 100 guests at the dinner.
17. When she was finished with her drawing, her design for a car was far more \_\_\_\_\_ than curvy.
18. The marching band followed the \_\_\_\_\_ along the parade route.
19. My dad said he could never work for a \_\_\_\_\_ company because integrity is very important to him.
20. My job at the bake sale was to record each \_\_\_\_\_ and hand out receipts.

Student Worksheets

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 side trips you take along the way” (p. 145)?
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 \_\_\_\_\_

**Rules of the Road**  
Activity #13 • Literary Analysis  
Use During and After Reading  
(Literary Elements)

**Graphing Plot Lines**

Directions: Fill in the plot area below for *Rules of the Road*.

Characters

Setting

Problem

