



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Soup

Robert Newton Peck



READ, WRITE, THINK, DISCUSS AND CONNECT

Sowp

Robert Newton Peck

TEACHER GUIDE

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 978-1-50204-200-2

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

Table of Contents

Novel Units: Rationale	3
Summary	5
Background on the Novelist	6
Introductory Activities	6
Chapter-by-Chapter	15
Chapters contain: Vocabulary Words, Vocabulary Activities, Discussion Questions and Activities	
Post-reading Discussion Questions	25
Post-reading Extension Activities	26
Cooperative Groups as a Strategy with the Novel Units Approach	29

Skills and Strategies

Thinking

Brainstorming, research

Writing

Journal writing, notes, letter writing, dialogue, directions, poetry, "confession" note, conversation, descriptive writing, thank you note, short story

Listening/Speaking

Discussion, role play, drama, radio play

Comprehension

Predicting, comparison/contrast

Literary Elements

Simile, poetry, setting, point of view

Other

Cartoon strip, mobile, music

Novel Units: Rationale

How do you ensure that the needs of individual students are met in a heterogeneous class? How do you challenge students of all abilities without losing some to confusion and others to boredom? With the push toward “untracking” our schools, these are questions that more and more educators need to examine. As any teacher of “gifted” or “remedial” students can attest, even “homogeneous” classes contain students with a range of abilities and interests.

Research suggests several strategies:

- cooperative learning
- differentiated assignments
- questioning strategies that tap several levels of thinking
- flexible grouping within the class
- cross-curriculum integration
- process writing
- portfolio evaluation

Novel Units are designed with these techniques in mind. Discussion questions and projects are framed to span all of the levels of Bloom’s taxonomy. Graphic organizers are provided to enhance critical thinking. While most activities could be completed individually, many are ideal vehicles for collaborative effort. Throughout the guides, there is an emphasis on collaboration: students helping other students to generate ideas, students working together to actualize those ideas, and students sharing their products with other students. Extension activities link literature with other areas of the curriculum—including writing, art, music, science, history, geography, and current events—and provide a basis for portfolio evaluation.

Finally, teachers are encouraged to adapt the guides to meet the needs of individual classes and students. You know your students best; we are offering you some tools to use with them. Here are some of the “nuts and bolts” for using these “tools”: a glossary of some of the terms used above that will facilitate your use of the guides.

Bloom’s Taxonomy: a classification system for various levels of thinking. Questions keyed to these levels may be:

- *Comprehension questions*, which ask you to state the meaning of what is written
- *Application questions*, which ask you to extend one’s understanding to a new situation
- *Analysis questions*, which ask you to think about relationships between ideas such as cause/effect
- *Evaluation questions*, which ask you to judge the accuracy of ideas
- *Synthesis questions*, which ask you to develop a product by integrating the ideas in the text with ideas of one’s own

Graphic Organizers: visual representations of how ideas are related to each other. These “pictures”—including Venn diagrams, flow charts, attribute webs, etc.—help students collect information, make interpretations, solve problems, devise plans, and become aware of how they think.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

-
4. Why was Eddy so mad at Robert? Explain the two meanings of “wetted” when the author says of Eddy, “His only thought was punishment for the offender who wetted his dignity.” (page 79) (*Robert literally wetted Eddy by squirting water from the fountain; to “wet someone’s dignity” means to injure their dignity; the action also humiliated Eddy.*)
 5. Who was Norma Jean Bissell? How was his relationship with her like that of Jeannette MacDonald and Nelson Eddy? (*Their flirtation was like the famous “romance in song” the two stars had—Norma and Robert didn’t speak.*)
 6. How did Robert know that Eddy planned to beat him up after school? (*Eddy threatened under his breath.*)
 7. Why wouldn’t Soup be able to defend Robert? (*Miss Kelly was keeping Soup after school.*)
 8. Why did Robert’s mother show up? (*to take him to the Dry Goods store for pants*) What happened as a result? (*Eddy chased Robert; Robert smacked Eddy; both collided with Robert’s mother; she took them out for ice cream.*) What do you think would have happened if she hadn’t shown up?
 9. Who came into the Dry Goods store? (*Norma Jean*) Why was Robert embarrassed? (*She saw him getting fitted for pants.*) Have you ever been in a situation like this?
 10. How did Robert feel as he walked home in his new pants? (*The pins were sticking, the pants were too big, but he was happily relishing telling Soup about hitting Eddy.*)
 11. **Prediction:** Who got new shoes? How did that boy feel about the new shoes?

Writing Activity

For Robert, the straw that broke the camel’s back came when Eddy Tacker “tinkled” on Robert’s puppy. Imagine that Robert began to daydream about getting revenge on Eddy. Pretend you are Robert. Write down your most satisfying daydream of revenge.

Literary Analysis: Point of View

Point of view is the position from which the story is told. Point out that this story is told in the first-person point of view—by a speaker who refers to “I” and “my.” Ask students how the chapter might read if the events were being described by Eddy Tacker.

Chapter 10, pages 85-96

Vocabulary

slicked (86)

computations (87)

guidance (86)

role (87)

overshoe (86)

orchestra (89)

trait (87)

presentable (95)

Discussion Questions

1. Where had Soup gone? (*Burlington*)
2. What did Soup get in Burlington? (*shoes*) How much did they cost? (*\$3*)
3. What made Robert think of the time Soup washed the board and waited for it to dry before doing his computations? (*Soup’s procrastination then was like the way he took his time showing Robert the shoes.*)
4. What did Miss Kelly do and say when Soup took his time at the board? (*She kept him after school, made him do lots of chores, and told him she liked him a lot—which was lucky; otherwise, she’d call him Luther.*) Why was Robert disappointed that Soup didn’t get the ruler? (*He got some pleasure out of seeing his friend get into trouble; he was a little jealous of Soup.*) Is that any way for a good friend to feel?

-
5. What were the shoes like? (*orange, squeaky*)
 6. Why did Soup have his feet X-rayed? (*Shoe stores used to have X-rays in shoe stores to show the fit of shoes.*) Why do you suppose there are no more X-ray machines in shoe stores? (*They probably decided there was too much radiation exposure.*)
 7. How did Robert fall? (*racing Soup*) What happened to his shoe? (*ripped wide open*)
 8. Why do you think Robert cried and complained so much? Can you think of a few reasons? (*hurt, but also his jealousy of Soup was welling up*)
 9. Are you surprised that Soup didn't call Robert a crybaby? What did he do instead? (*He dried Robert's tears and exchanged shoes.*)
 10. Why did Soup swap the shoes? (*wanted his friend to feel better*) Who gets all the attention now? (*Robert*) Don't you think Soup wanted that attention? (*He was looking forward to it.*) What does this show you about Soup? (*kind-hearted*)
 11. Why did Soup plan to tell his mother "ahead of time" that his new shoes were getting small? (*so that they would get handed down to Robert*)

Writing Activity

Suppose Miss Kelly is teaching her class how to write thank you notes. Write the thank you note that Robert might give to Soup. For homework, each student is supposed to write a thank you note to someone else in the class.

Post-reading Discussion Questions

1. What do you think Soup became when he grew up? See the page that follows the last page of the book. (*Peck dedicates the book to "Reverend Luther Wesley Vinson."*)
2. Which was your favorite chapter? Why? Which did you think were the funniest parts? Why?
3. Would Robert or Soup be friends of yours? Which of their qualities do you like? What might some people NOT like about them?
4. If you could meet Robert Newton Peck, what is one question you would like him to answer about one of his stories or about how he writes?
5. Charles C. Gehm illustrated this edition of *Soup*. How would you describe the illustrations? Do you think they add to the story? Are there any scenes that haven't been illustrated, but should have been?
6. These events took place in the 1930s. What details in the stories reveal that they are about 60 years old? In what ways are the characters and their problems like those you might meet today?