

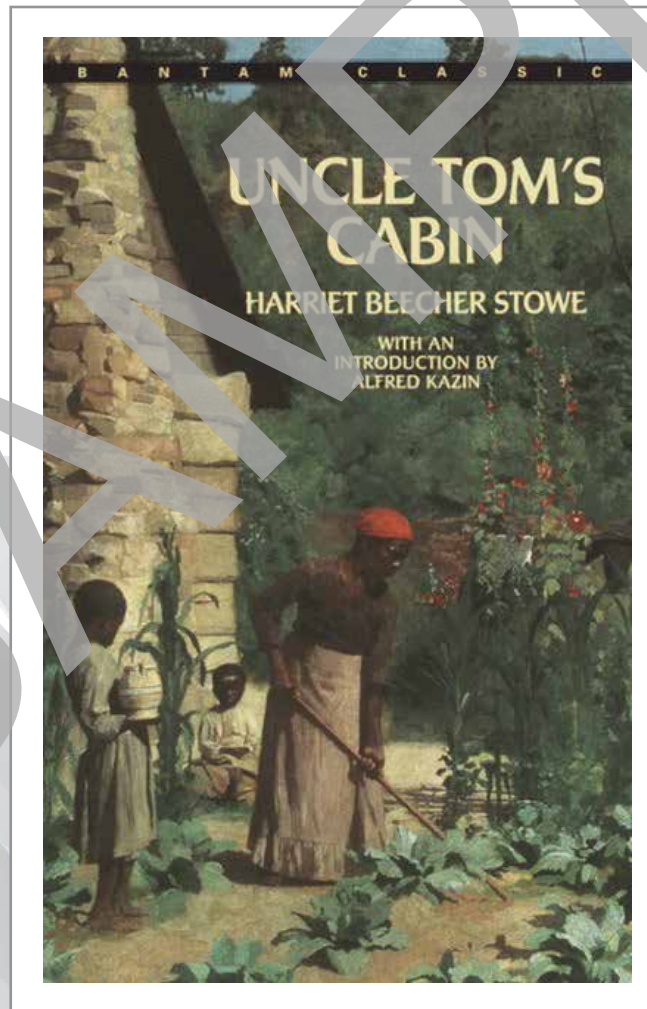


STUDENT PACKET

GRADES 9-12

Uncle Tom's Cabin

Harriet Beecher Stowe



READ, WRITE, THINK, DISCUSS AND CONNECT

Uncle Tom's Cabin

Harriet Beecher Stowe

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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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Name _____

<i>au fait</i> (267)	rhetorical (274)	colloquy (276)	<i>meum tuum</i> (290)
indigenous (294)	epicure (295)	incipient (295)	malignant (306)
despots (313)	knight-errant (313)	veneration (321)	equanimity (322)
refractory (327)	sanctimonious (339)	orthodox (341)	libation (353)
zealous (368)	assiduously (375)		

Vocabulary Sentence Sets

Directions: Choose 15 vocabulary words from the list above. Write the words on the numbered lines below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

On a separate sheet of paper, use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

- Sentence 1: words 8 and 4
- Sentence 2: words 9 and 3
- Sentence 3: words 1 and 10
- Sentence 4: words 11 and 7
- Sentence 5: words 15 and 13
- Sentence 6: words 3 and 6
- Sentence 7: words 12 and 4
- Sentence 8: words 14 and 9
- Sentence 9: words 5 and 2
- Sentence 10: words 7 and 6

Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–3, pp. 3–28

1. Briefly describe Shelby and Haley.
2. Why must Shelby sell some of his slaves?
3. *Whom does Haley want to buy? What agreement do the two men reach? How do you think the slaves will react?
4. Why does Shelby refuse to sell Eliza?
5. *What does Shelby tell Haley about Tom? How does Haley react? What do you think this reveals about the two men?
6. Who is George Harris? What news does he bring to Eliza?
7. *What do you think the future holds for George and Eliza?
8. Briefly explain how slave owners view their slaves.
9. *Identify two of Mrs. Shelby's outstanding attributes. How do you think she will react to her husband's decision to sell two of their slaves?
10. *Briefly explain one example of irony in this section.
11. *Explain the significance of the metaphor in which George compares himself to a dray horse (pp. 24–25).
12. *Prediction: What will happen to Tom? to George, Eliza, and Harry?

Chapters 4–6, pp. 29–70

1. Who is Uncle Tom's wife? What is her job in the Shelby household?
2. Describe Uncle Tom's cabin and his family.
3. *Who is Mas'r George? How does he react with Uncle Tom and his family? What do you think this reveals about him?
4. Where do Uncle Tom and the other slaves have their church service? What is Uncle Tom's role?
5. What rationale does Mr. Shelby give his wife for selling Tom and Harry? How does she react?
6. What is Mrs. Shelby's primary concern about Harry?
7. *How does Mr. Shelby intend to deal with the sale of his slaves? How does Mrs. Shelby react? What do you think this reveals about both of them?

Name _____

Character Chart

Directions: In the boxes across from each of the feelings, describe an incident or time in the book when each of the listed characters experienced that feeling. You may use "not applicable" if you cannot find an example.

	Uncle Tom	George Harris	Simon Legree	Cassy
Frustration				
Anger				
Fear				
Humiliation				
Relief				
Triumph				

Name _____

Inference Flow Chart

Directions: Fill in the boxes of the flow chart with the events portrayed in the story. In the ovals beneath, state what emotions and feelings are inferred. The chart has been started for you.

