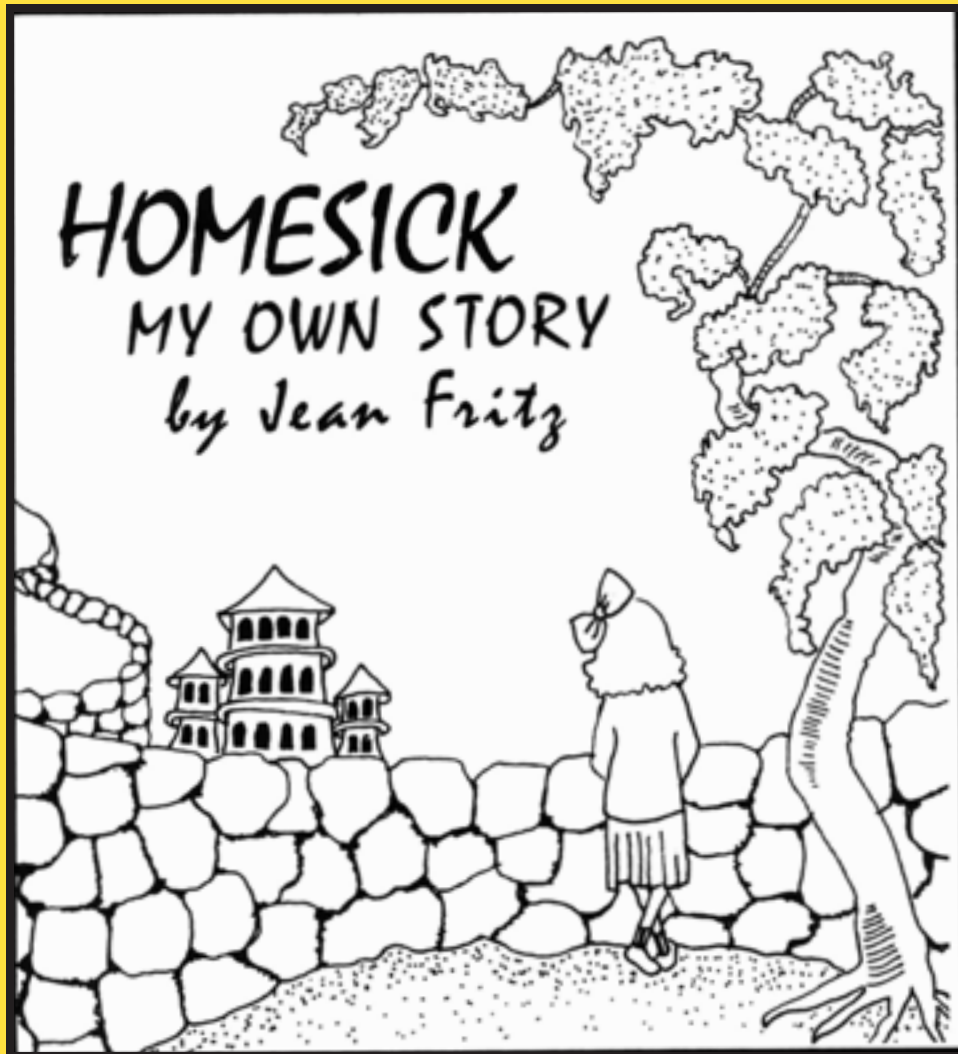


Novel•Ties



A Study Guide

Written By Shirley Vickers

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1 - 2
Glossary	3
Map: China	4
Pre-Reading Activities	5
Chapter 1	6 - 7
Chapter 2	8 - 9
Chapter 3	10 - 11
Chapter 4	12 - 13
Chapter 5	14 - 15
Chapter 6	16 - 17
Chapter 7	18 - 19
Cloze Activity	20
Post-Reading Activities	21 - 22
Suggestions For Further Reading	23
Answer Key	24 - 25
Notes	26

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Homesick: My Own Story*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

GLOSSARY

<i>amah</i>	nurse or governess
Bund	area in Hankow for foreign residents and their consulates
concessions	sections of land in China where some Western countries were governed by their own laws
coolie	laborer in pre-Communist China who did menial labor
<i>Gau</i>	Chinese character for the name Guttery
<i>gung-shi</i>	congratulations
Hankow	industrial city on the Yangtse River
junk	Chinese ship with high-pole masts and a deep rudder
<i>ke-ren</i>	Chinese word for guest
Kuling	mountain village south of Hankow, China
Nanking	city east of Hankow on the Yangtse River
pagoda	religious temple in the form of a tower
Peitaiho	resort village north of Beijing, China
ricksha	small passenger carriage with two wheels, pulled by one or two men
sampan	small, flat-bottomed Chinese rowboat propelled by two short oars
Shanghai	seaport in eastern China

PRE-READING ACTIVITIES

1. Preview this autobiography by examining the cover illustration and the title of the book. What do you learn about Jean? What do you already know about the place of her childhood?
2. Homesick means “overcome by sadness or longing for home.” Have you ever been homesick? Where were you when you felt homesick? Do you think it is possible to feel homesick for a place you have never been?
3. Look at the photographs at the end of the book. Compare the way natives and foreigners in China lived and dressed. Notice the photograph of the type of ship called a “junk” — it is important for an appreciation of Chapter One.
4. Before reading this autobiographical account of Jean Fritz’s early years, read the “Background of Chinese History, 1913-1927” at the end of the book. It provides necessary background for an understanding of the setting of the book.
5. Study the map of China on page four of this study guide to get a frame of reference for the events of the story and the places where Jean and her family lived. As you read, locate the places referred to in the book on the map.
6. Use a world map to locate China and the United States. Discuss the differences between these two countries in terms of geography, size, and Greenwich time (the prime basis of standard time throughout the world).
7. Jean’s father works for the YMCA. Do some research to find out the history of this organization and the work it does in America and in places around the world.
8. Do some research to find out about the era called the “Roaring 20s.” Why were some women of that era called “flappers”? What was the Charleston? Bring pictures from books into class that show how flappers dressed and danced.
9. Keep a journal for a week. Discuss how you might develop a narrative describing your everyday experiences.
10. The theme of feeling different from others has a special importance in this book. Write a brief personal narrative focusing on a single experience that made you feel “different.” Some suggested topics are:
 - the first day at a new school
 - a party
 - a trip
 - a discussion with a friend or parent about an important issue

Keep those feelings in mind as you follow Jean to see why she felt different from her friends and classmates in both China and the United States.