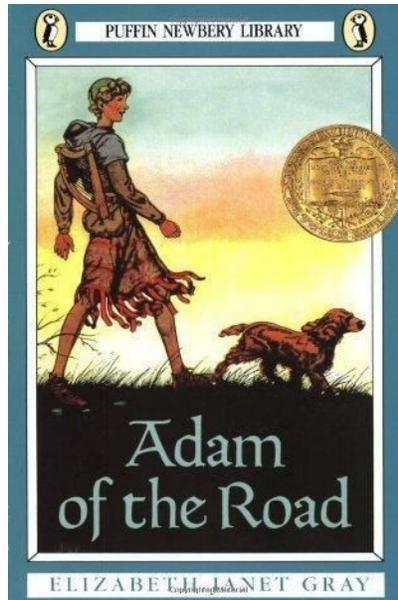


Adam of the Road



By

Elizabeth Janet Gray

A Novel Study
by Nat Reed

Adam of the Road

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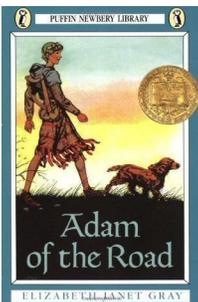


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of **Adam of the Road** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include medieval life, importance of patience and perseverance, the spirit of poverty, the importance of family, overcoming obstacles in life, courage and sacrifice.

Additional icons courtesy of <http://www.icons-land.com>

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *singular/plural*
8. Identify *anagrams*
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *personification*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Chart
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip
6. Design a Coat of Arms

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Synopsis

"I want to go with you," Adam tells his father. But the roads of early England were home to bands of thieves and robber knights – not just to minstrels like Adam and his father.

Before their journey had hardly begun, Adam's beloved dog, Nick, is stolen and his father disappears. Adam is eleven years old, but he travels the road alone, searching the fairs and market towns for his father and his dog. (The publisher)

Awarded the **John Newbery Medal** as "the most distinguished contribution to American literature for children" in the year of its publication.

A complete synopsis and other helpful reviews can be found online at such sites as:
http://www.edocere.org/book_summaries/adam_of_the_road.htm

Author Biography

Elizabeth Janet Gray

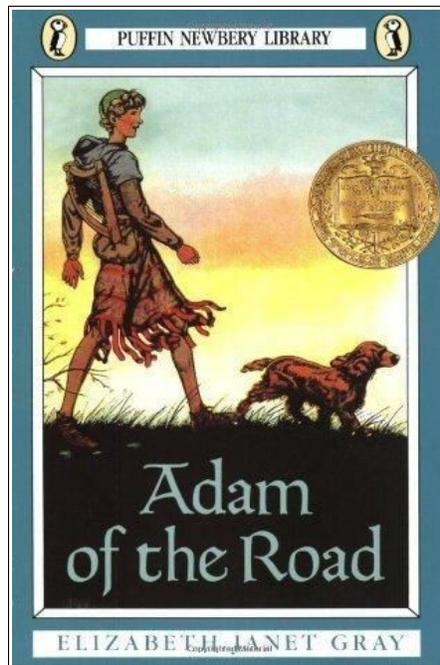
Elizabeth Janet Gray was an American professional librarian and author who tutored Emperor Akihito of Japan in English while he was crown prince. She was also a noted author whose children's book, *Adam of the Road*, received the Newbery Award in 1943.



Elizabeth was born in Philadelphia in 1902. In 1933 she was involved in a very serious car accident in which her husband was killed and she was severely injured. From 1946 to 1950 during the Allied occupation of Japan after the war, Vining was selected by Emperor Hirohito himself (and not the United States government, as is erroneously claimed) to become a private tutor to Crown Prince Akihito, the heir apparent to the Chrysanthemum Throne.

During her lifetime she authored over 60 books. She died at the age of 97 in 1999.

Adam of the Road

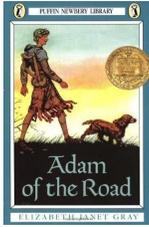


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Name: _____

Adam of the Road

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Chapters 1-2

Adam - Nick



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *Adam of the Road* is Adam Quartermayne, an eleven-year-old boy who experiences many exciting adventures as the novel unfolds. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**? (Try to come up with at least three important characteristics.)

The novel is set over 700 years ago in the year 1294. It appears from the title that Adam will be travelling the roads of England during his adventures. Think of three things a traveler would probably not be able to enjoy back then that travelers today might take for granted.

1.
2.
3.





Vocabulary:

A. Choose a word from the list to complete each sentence.

dormitory	minstrel	interlude	persuade	meager
affectionate	fragrant	distinctly	delicately	abruptly

- The car stopped so _____ that it was rammed by a truck which was following it.
- Jake is such an _____ little puppy that everyone loves him.
- A string quartet came out during the _____ to play for everyone.
- Adam's dad was a _____ who traveled the highways and byways of England.
- My scout leader will try to _____ Letitia to join.
- You must handle the butterfly most _____ or it will die.
- Lilacs are a most _____ flower.
- The meals he received at the boarding school were very _____.
- "I don't care what everybody else says," Timothy shouted. "I _____ an owl hoot in the night."
- More than a hundred boys slept in the _____.

B. There are many words in this novel which are peculiar to the 13th Century. Words, perhaps that we never (or seldom) hear anymore. Use a dictionary (or the Internet) to match each word on the left with its correct meaning on the right.

1	viol
2	abbot
3	wimple
4	burgess
5	parchment
6	prior
7	coif
8	valerian

A	A British member of Parliament.
B	Next in authority to the abbot in a monastery.
C	Head of an abbey of monks.
D	A plant with small white or pink flowers.
E	A six-stringed musical instrument.
F	A woman's close-fitting cap.
G	A manuscript usually written on animal skin.
H	A cloth headdress.

7. Think of three appropriate **adjectives** which would accurately describe the personality of Adam.

--	--	--

8. In Adam's time Kings and nobles had messengers carry letters for them, but ordinary folk got news slowly and by roundabout ways. If at all. T or F

9. What startling piece of news did Adam receive from Dame Malkin? What did he assume this news meant to him?



Language Activity

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter Two, "A **w**asp, a **w**easel and a **w**oman." Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A minstrel playing his harp.	
A spaniel barking at a squirrel.	

B. Personification is giving human qualities to something that is not human. Here's an example from Chapter Two: *The gray cat stepped delicately through the window, gave Adam a look of disdain....*

Describe how the cat is personified in this example.

Create your own example of personification.

C. A **simile** is a comparison using the words “like” or “as”. Here is an example from Chapter Two: *You sound as doleful as a hen in the snow ...*

What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a racehorse at the Kentucky Derby

--

b) the croak of a toad

--

D. The word “**fire**” can be used as a **noun** or a **verb**, depending on the sentence. Use your imagination and write sentences to illustrate how this word can be used as both a noun and a verb.

FIRE

Noun	
Verb	

Extension Activities

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in Chapters 1 and 2 of ***Adam of the Road***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6