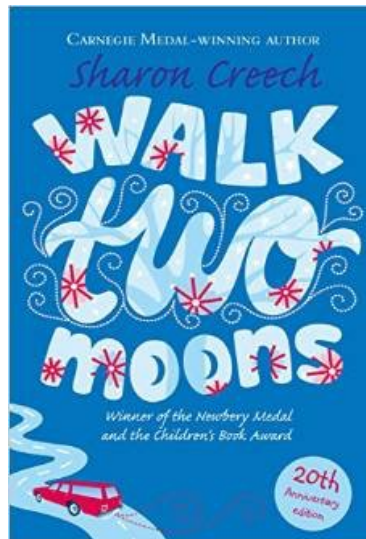


Walk Two Moons



By

Sharon Creech

A Novel Study
by Nat Reed

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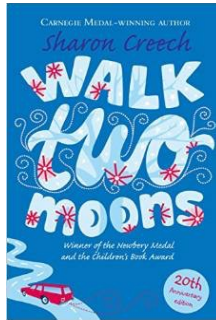


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please 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 four or five chapters (the chapters are very short) of *Walk Two Moons* 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 dealing with sadness and grief, the discovery of self-identity and hope.

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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 *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

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. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Don't judge a man until you've walked two moons in his moccasins.

What is the meaning of this strange message left on the doorstep? Only Sal knows, and on a road trip with her grandparents she tells the bizarre tale of Phoebe Winterbottom, Phoebe's disappearing mother and the lunatic. But can Sal make sense of the mystery surrounding her world . . . and her own missing mother? [Scholastic]

Funny, poignant and cunning ~ Observer.

A complete synopsis and other helpful reviews can be found online at such sites as the following: http://en.wikipedia.org/wiki/Walk_Two_Moons

Author Biography

Sharon Creech

I was born in South Euclid, Ohio, a suburb of Cleveland, and grew up there with my noisy and rowdy family: my parents (Ann and Arvel), my sister (Sandy), and my three brothers (Dennis, Doug, and Tom).

For a fictional view of what it was like growing up in my family, see *Absolutely Normal Chaos*. (In that book, the brothers even have the same names as my own brothers.) Our house was not only full of us Creeches, but also full of friends and visiting relatives.

In the summer, we usually took a trip, all of us piled in a car and heading out to Wisconsin or Michigan or, once, to Idaho. We must have been a very noisy bunch, and I'm not sure how our parents put up with being cooped up with us in the car for those trips. The five-day trip out to Idaho when I was twelve had a powerful effect on me: what a huge and amazing country! I had no idea then that thirty-some years later, I would recreate that trip in a book called *Walk Two Moons*.

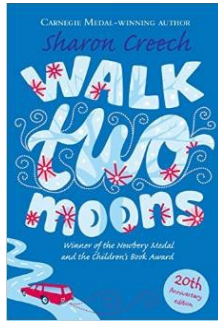
I am married to Lyle Rigg, and we live in Maine. We have two grown children, Rob and Karin, and being with my family is what I enjoy most.



(Courtesy of Sharon's website – <http://www.sharoncreech.com/meet-sharon-creech>)

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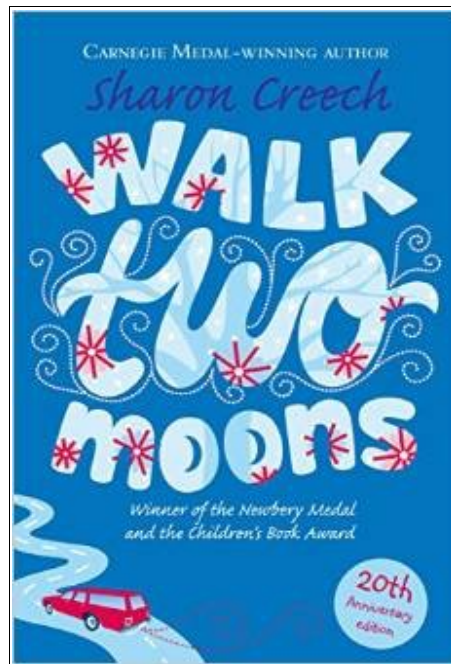


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

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Name: _____

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Chapters 1-4



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of our novel is thirteen-year-old Salamanca Tree Hiddle, a troubled young girl who is trying to come to grips with the abrupt departure of her mother. 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**?



Vocabulary:

Choose a word from the list to complete each sentence.

peculiarity	ornery	omnipotent	boa
lunatic	extensive	concentration	investigating

1. Charlotte had _____ work done on her teeth this past summer.
2. God is _____ - all-powerful.
3. Although Jeremy sometimes behaves like some kind of _____, I think he is just excitable.
4. Old Mrs. McGready always wears a feathery _____ around her neck.
5. Our janitor is such an _____ man that everyone tries to avoid him.
6. Cracking his knuckles when he's nervous is just a _____ of his.
7. Constable Friar is _____ a possible homicide on our street.
8. The game of *Battleships* requires a lot of _____.

Questions



1. What is the **setting** of the story in Chapter One?

2. Why do you think that Sal's dad was working on the wall of his house late into the night in Chapter One.

3. Sal and her dad moved from _____, Kentucky to _____ Ohio.

4. What was the Number One reason for Sal traveling across country to Lewiston, Idaho with her grandparents?

5. Salamanca's ancestors had been from the _____ tribe.

6. Why couldn't Sal tell her grandparents a story about her mother?

7. Sal decided to tell her grandparents a story about _____.

8. Why do you think Sal disliked Margaret Cadaver so much?

9. Why was Chapter Three entitled, *Bravery*?

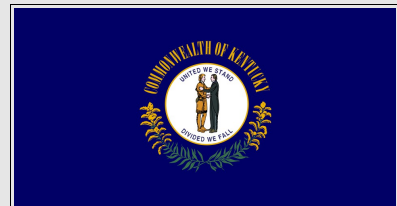
10. Why was it remarkable that Mrs. Partridge guessed Phoebe's age so accurately?

11. From what you have learned of Sal so far in the novel, think of one character trait she possesses which you would consider a strength and one character trait that you would consider a weakness. Support your choices with examples from the story.

Strength	
Weakness	

Good to Know ~ Bybanks, Kentucky

Bybanks Kentucky is a fictional town used by author Sharon Creech in the children's novels *Walk Two Moons* and *Chasing Redbird*.



Bybanks is a fictional town based loosely on the real town of Quincy, Kentucky, which is located in the north-eastern part of the state.



Language Activity

A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters.

Word	Anagram	Clue
north		Guards a plant from harm.
miles		Fruits.
heart		A very large revolver.
friend		Seeker.
parents		Catches someone in a snare.
teacher		2.471 acres or 10,000 square meters.
wasp		Trade.

Now find four additional words from the first four chapters which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

B. A simile is a comparison using the words “like” or “as”. An example from Chapter Two is, *Sometimes I am as ornery and stubborn as an old donkey.* 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 freight train approaching a station

b) a sleepy baby

Look for a **simile** in the remaining chapters of the novel. If you find one return to this question and record it below.

C. Chapter One contains several examples of an important literary device called **foreshadowing**. Foreshadowing is defined as *a warning or indication of a future event*. **Example:** ... *Phoebe Winterbottom, the girl who had a powerful imagination, who would become my friend, and who would have all those peculiar things happen to her.*

Why do you think authors often include examples of foreshadowing in their writing?

Extension Activities

A. 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 story-board below illustrating the events described in the first four chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6

B. A Poem Even Sim Would Enjoy

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain is actually the start of a much longer poem, **Grandpa's Farm**.

*Several times we took the kids
To vacation on Grandpa's farm
Many a time they'd be walking around
With kittens they found in the barn*



The entire poem can be read at: poetrysoup.com

Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – C – B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first four chapters of our novel.

The Quatrain Poem

Now create your own Quatrain Poem on a subject of your choice. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____
