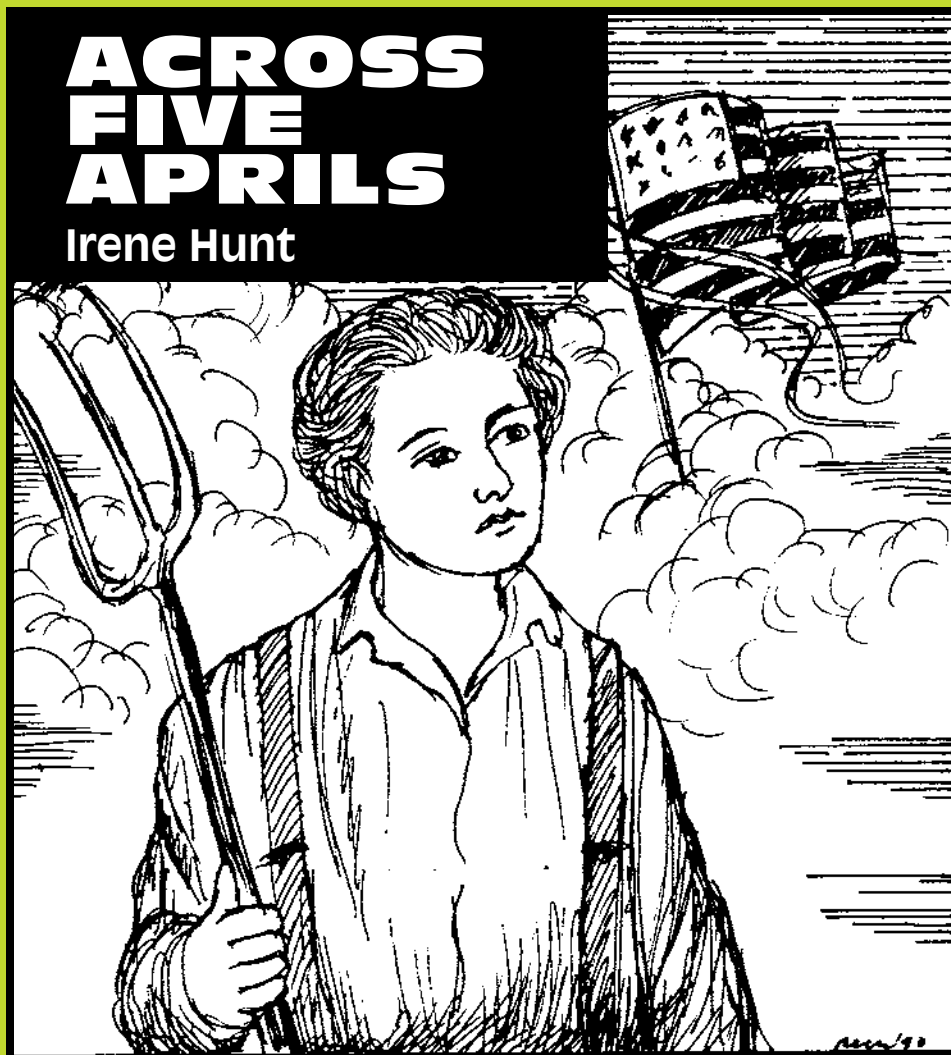


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with the novel *Across Five Aprils*. 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.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

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 formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

After the war the healing process began. Lincoln wanted Americans to put the war behind them, allowing the Confederate states to return to the Union once ten percent of their population agreed to reunite with the Federal government. The road to a smooth peace, however, was disrupted by the assassination of the President. The bitterness and hatred fanned by the war festered as the Reconstruction of the South took place under military rule, rather than under the guidance of President Lincoln. The steady hand asking for amnesty was silenced, while the shrill voices demanding punishment were heard for years.

Ulysses S. Grant (1822–1885)

Ulysses S. Grant, a graduate of West Point, fought in the Mexican War. Throughout his military career, he was dogged by rumors of excessive drinking. President Lincoln discounted such stories, saying that if he knew what kind of whiskey Grant drank, he would send a barrel of it to some of his other generals.

Grant's first major victories in the Civil War were at Fort Donelson and Fort Henry. Here Grant earned the nickname "Unconditional Surrender Grant" because he would not negotiate terms of surrender with the Confederates. Although Grant did not win every battle, Lincoln had great confidence in his abilities and in his determination to bring about the defeat of the Confederate troops.

Grant could also be magnanimous in victory. At Appomattox, Grant allowed the Confederate soldiers to keep their horses and return home after taking an oath to support the Union. He also refused to imprison Lee and would not agree to any attempt to have Lee tried for treason. A grateful nation elected Grant the eighteenth President of the United States, a country still suffering from the wounds of the Civil War.

Robert E. Lee (1807–1870)

Robert E. Lee was born and raised in Virginia. Like Grant, Lee graduated from West Point and served in the Mexican War. Although he did not want war between the North and South, Lee felt he could not turn against his native state. When war started, Lee resigned from the United States army and was given command of Virginia's armed forces. Later, he became commander of all the Confederate troops. Two of his greatest victories were at Fredericksburg and Chancellorsville.

With limited equipment and manpower from the start, Lee faced an overwhelming challenge. Still, he waged a determined effort, surprising the Union troops with his brilliant military strategy. Lee, however, finally had to accept defeat, surrendering to Grant at Appomattox Court House, April 9, 1865. Respecting the courage of his opponent, Grant would not take Lee's sword when he surrendered. Lee, in turn, urged his soldiers to return home and accept the outcome of the war. Lee returned to his beloved Virginia where he became president of Washington University (later Washington and Lee University). He remained there until his death.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think this book will be about? When and where does it take place? Have you read any other books about the Civil War? Have you read any other books written by Irene Hunt, the author of this book?
2. Do some research to learn about the institution of slavery. Where and when has it existed? Read the background information on page two of this study guide and do some additional research to find out why the Southern states believed their economy required the institution of slavery. Although slavery existed in the North, why didn't its economy depend upon it as it did in the South?
3. What is the meaning of the term "states' rights" and why is its interpretation considered one of the main causes of the Civil War? How has states' rights become an important issue in contemporary politics?
4. Has your family or have you and your friends ever been divided over a political issue? If so, what was the issue and how was it resolved? Did political difference cause irreversible division in your family or among your friends?
5. Do you believe war is necessary to solve political differences? Are there circumstances under which you would go to war? And conversely, are there circumstances under which you would refuse to fight?
6. How do you think news traveled during the Civil War? Compare this to the ways battle information is communicated today. How might the rate of communication affect the progress and the outcome of the war?
7. Have you ever read any other works of historical fiction, a genre in which the author sets the characters and events within a historical framework? As you read *Across Five Aprils*, notice how fiction is interwoven with fact. Would you prefer to learn about an epoch of history by reading fiction or non-fiction?
8. Go to the Internet to read a short biography of Abraham Lincoln. As you read this novel, notice how much additional information you gather about Lincoln.
9. *Across Five Aprils* is set in the border state of Illinois. Locate Illinois on the map on page six of this study guide. Why do you think the debate over slavery was often most intense in the border states between the northern and southern parts of the country?
10. Read Abraham Lincoln's Gettysburg Address. With your classmates, discuss the significance of and your opinion on the issues mentioned in this speech.
11. Before reading *Across Five Aprils*, brainstorm with your classmates to gather information about the Civil War. Organize your information using the first two parts of a K-W-L chart such as the one below. After you finish reading, complete the third column of the chart.

Civil War

What I Know -K-	What I Would Like to Know -W-	What I Learned -L-