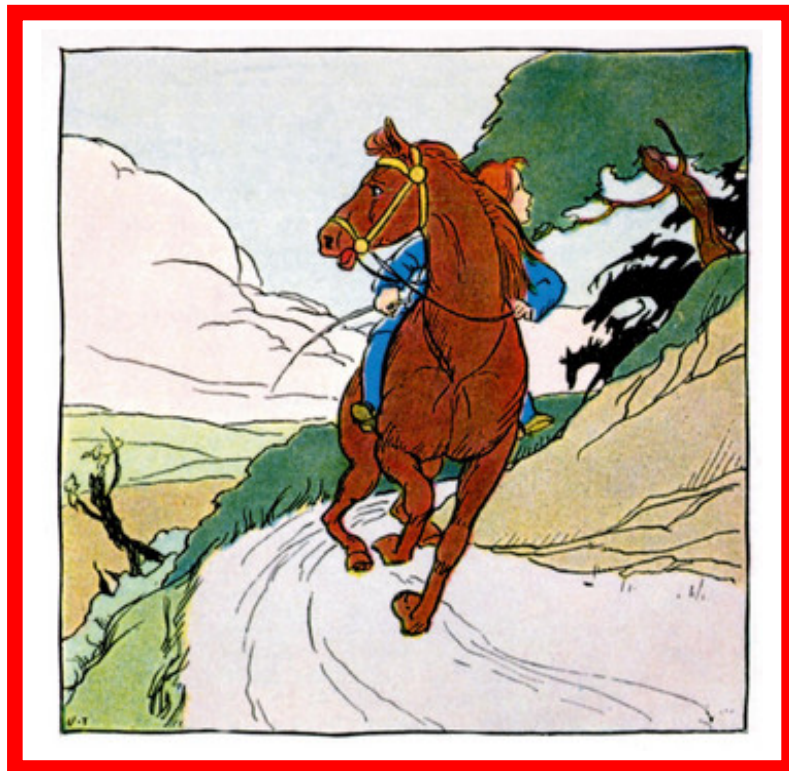


Objective Tests
Sample Pages
for
Caddie Woodlawn

By Carol Ryrie Brink



A Teaching Pack

by Margaret Whisnant

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Table of Contents

Chapter Tests

	Pages
1: The Adventurers	1-2
2: The Circuit Rider	3-4
3: Pigeons in the Sky	5
4: A Silver Dollar	6
5: Nero, Farewell!	7-8
6: A Schoolroom Battle	9-10
7: Attic Magic	11
8: Breeches and Clogs	12-13
9: "The Rose Is Red"	14-15
10: Hoofs in the Dark	16
11: Massacree!	17-18
12: Ambassador to the Enemy	19-20
13: Scalp Belt	21
14: A Dollar's Worth	22
15: "Fol do Rol-lo"	23
16: Warren Performs	24-25
17: Pee-Wee	26-27
18: News from the Outside	28
19: Unexpected Heroes	29
20: Alas! Poor Annabelle!	30-31
21: Father Speaks	32-33
22: A Letter with a Foreign Stamp	33
23: Pigeons or Peacocks 24: Travelers Return	34-35

Whole Book Test	36-39
------------------------------	-------

Keys	40-42
-------------------	-------

About Your Novel Teaching Pack	43-44
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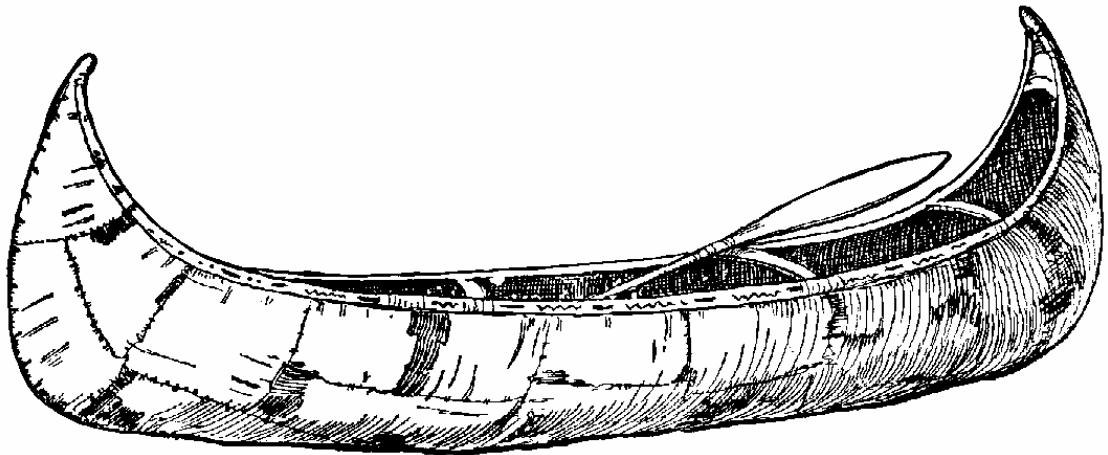
Caddie Woodlawn

By Carol Ryrie Brink

1: *The Adventurers* Pages 1-13

Write either **True** or **False** in the blank before each statement.

- _____ 1. Caddie Woodlawn's story took place in 1864 in western Wisconsin.
- _____ 2. Caddie was a tomboy.
- _____ 3. Caddie was the oldest of the Woodlawn children.
- _____ 4. Caddie and her brothers were excellent swimmers.
- _____ 5. The sight of smoke signaled the presence of Indians on the other side of the Menomonie River.
- _____ 6. Hetty, the seven-year-old, was the newsbearer of the Woodlawn family.
- _____ 7. The river was shallow enough so that Caddie, Warren, and Tom could easily walk across.
- _____ 8. Nero, the farm dog, was with the children when they crossed the river.
- _____ 9. Caddie wished her mother would let her wear boys' clothes.
- _____ 10. On the other side of the river, Caddie and her brothers boldly approached the group of Indians working on the canoe and began talking to them.



- _____ 11. Indian John's dog greeted Caddie in a friendly manner.
- _____ 12. Seven years earlier, Caddie's family had moved from Boston to their present home.

Caddie Woodlawn

By Caro Ryrie Brink
2: *The Circuit Rider*
Pages 14-26

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Mr. Tanner, the circuit rider, was (A) a preacher, (B) a judge, (C) a U. S. Marshall.
- _____ 2. Caddie's real name was (A) Caroline, (B) Kathryn, (C) Carrie.
- _____ 3. Mr. Woodlawn insisted upon allowing Caddie to run wild with the boys because he (A) wanted her to be independent, (B) felt it would keep her healthy, (C) wanted her to be helpful on the farm.
- _____ 4. When the Woodlawns came to Wisconsin, both Caddie and her little sister Mary were frail, and (A) Little Mary was sent back to Boston to live with her grandparents, (B) Little Mary died, (C) Father wouldn't allow either of them to go outdoors for a year.
- _____ 5. How did Mrs. Conroy, the hired girl, feel about Caddie? (A) Caddie was her favorite. (B) She thought Caddie's behavior was disgraceful. (C) She thought Caddie's mother should teach her to be a lady.



- _____ 6. Which of the following was **not** something the adults talked about during the meal? (A) The Civil War, which seemed far away from Wisconsin, (B) Indian massacres, (C) Abraham Lincoln, who had just been reelected President.
- _____ 7. How had Mr. Woodlawn helped the local Indians? He (A) gave them free corn and wheat from the mill, (B) replaced the flintlocks on their guns with spring locks, (C) convinced government officials not to intrude on their hunting grounds.
- _____ 8. Caddie's parents (A) trusted the local Indians, (B) were unsure of the intentions of the Indians in the area, (C) worried that the nearby Indians would go to war if their nation began fighting with settlers.
- _____ 9. The circuit rider, who traveled from place to place to hold religious ceremonies, served a parish that covered (A) most of western Wisconsin, (B) several counties, (C) the whole state of Wisconsin.

Caddie Woodlawn

By Carol Ryrie Brink
5: *Nero, Farewell!*
Pages 48-58

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Caddie's brothers and sisters have ideas as to how Caddie should spend the silver dollar?
- _____ 2. Since she could not decide how to spend it, did Caddie put her silver dollar away in a wooden trinket box that Father had made for her?
- _____ 3. Had the Woodlawns always used lamps in their home?
- _____ 4. Were Uncle Edmund and Caddie the two people Nero loved the best?



- _____ 5. Did Uncle Edmund want to take Nero back to St. Louis and have him trained as a bird dog?
- _____ 6. Did Uncle Edmund want to keep Nero permanently?
- _____ 7. Did the Woodlawn children protest loudly when they heard what Uncle Edmund planned to do with Nero?
- _____ 8. Was it Mr. Woodlawn who gave Uncle Edmund permission to take Nero?
- _____ 9. Was it a long journey from the Woodlawn's farm back to Uncle Edmund's home in St. Louis?
- _____ 10. Did Tom, Caddie, and Warren stay busy picking the last of the wild grapes, gathering butternuts and hazelnuts from the woods, and picking cranberries from the marshes?
- _____ 11. Did Mother sell Thanksgiving turkeys at market each year?
- _____ 12. Did Caddie and her brothers wish they could have turkey to eat more than once a year?

Caddie Woodlawn

By Carol Ryrie Brink

7: Attic Magic Pages 70-83

snow drifts	Robert Ireton	Father	Obediah	the spelling bees
heated stones	salt pork	Caddie	the Caroline table	the mill at Eau Galle
Tom and Warren	turkey broth	Mother	the attic	the circuit rider's clock

From the list above, choose the name or phrase that matches each of the clues below and write it in the blank. All answers will be **used at least once**. Some answers will be **used more than once**.

- _____ 1. Caddie asked for bean soup instead of this.
- _____ 2. These took place on Saturday mornings.
- _____ 3. Sometimes on Saturday afternoons, Father took Tom, Caddie and Warren here to skate on the pond.
- _____ 4. Warren asked to have this for Christmas dinner rather than turkey and cranberries.
- _____ 5. Caddie was sure she could repair this.
- _____ 6. Sometimes they were too high for the children to walk to school.
- _____ 7. She caught a cold that kept her in bed for a week and home from school for several weeks afterwards.
- _____ 8. He laughed when he saw what Caddie did to the circuit rider's clock.
- _____ 9. After Teacher taught him a lesson, he was sulky but no longer rebellious.
- _____ 10. At this place, Caddie nearly drowned for the second time in a year.
- _____ 11. As they rode to school, the children warmed their feet on these.
- _____ 12. It was here that Caddie found the pair of little red breeches and a small pair of wooden-soled clogs.
- _____ 13. They rescued Caddie from the icy water.
- _____ 14. To Caddie, this was the chief delight of school.
- _____ 15. Hetty told this person about Caddie's fight with Obediah.
- _____ 16. When the weather was too cold or the snow too deep, he hitched old Betsy to the sledge and drove the children to school.
- _____ 17. With Father's direction, Caddie repaired it, so that it sat in the middle of the dining room table ticking cheerfully.
- _____ 18. She asked Caddie why she couldn't behave like a young lady.
- _____ 19. It had been made by one of Mother's ancestors for his wife Caroline and it now belonged to Caddie.
- _____ 20. She became Father's partner in the clock repair business.

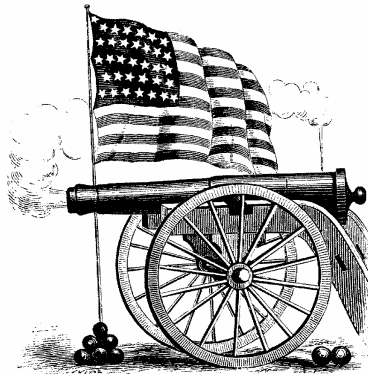
Caddie Woodlawn

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Whole Book Test

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Caddie and her family lived in (A) Wisconsin, (B) Minnesota, (C) Washington.
- _____ 2. How many children were in the Woodlawn family? (A) five, (B) six, (C) seven.
- _____ 3. Caddie's family had moved west from (A) Chicago, (B) New York, (C) Boston.
- _____ 4. Although her mother didn't approve, Caddie was (A) allowed to do farm chores, (B) a tomboy, (C) allowed to wear boys' clothes.
- _____ 5. Caddie's constant companions were (A) her sisters Hetty and Clara, (B) her brothers Tom and Warren, (C) her sister Hetty and her brother Warren.
- _____ 6. Which of the Woodlawn children liked to tell on the others and carry news? (A) Hetty, (B) Tom, (C) Clara.
- _____ 7. Soon after her family moved west, (A) Caddie's little sister Mary died, (B) the settlement at Dunnville was attacked by Indians, (C) Mother grew extremely homesick and wanted to move back east.
- _____ 8. Which of the following was **not** something Caddie's father did to earn a living? (A) worked at the mill and on the farm, (B) repaired clocks, (C) harvested trees and sold the lumber at the mill.
- _____ 9. What war was in progress when Caddie's story took place? (A) The French and Indian War, (B) the Civil War, (C) the Revolutionary war.



- _____ 10. Caddie's father did not fight in the war because he (A) didn't live inside the established borders of the United States, (B) was too old, (C) had paid another man to fight in his place.
- _____ 11. What characteristic made the Woodlawn children different from other pioneer children the Indians had seen? Their (A) freckles, (B) red hair, (C) large blue eyes.

About Your Novel Teaching Pack

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUNCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will following after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author