

Table of Contents

Note to Teacher	3
Note to Student	4
Class Record Sheet	5
Response Sheet	6
Sample Response Journals	
Frankenstein	7
Red Badge of Courage	9
The Bean Trees	10
The Adventures of Tom Sawyer	12
Additional Samples	
Test	13
Student Answer Sheet	14
Answer Key	15
Frequently Asked Questions	16
Response Journal List of Titles	17
Order Form	18

Response Journal

To The Student

Although we may read a novel, play, or work of non-fiction for enjoyment, each time we read one, we are building and practicing important basic reading skills. In our ever-more complex society, in which reading has become more and more crucial for success, this, in itself, is an important reason to spend time reading for enjoyment.

Some readers, however, are able to go beyond basic reading techniques and are able to practice higher thinking skills by reflecting on what they have read and how what they read affects them. It is this act of reflection—that is, stopping to think about what you are reading—that this journal is attempting to encourage.

To aid you, we have included writing prompts for each section; however, if you find something that you wish to respond to in the book more compelling than our prompts, you should write about that. We hope you enjoy reading this book and that the act of responding to what you have read increases this enjoyment.

After you read the indicated sections, choose the questions to which you will respond. Keep in mind that there are no right or wrong answers to these prompts, and there is no one direction in which you must go.



Editor's Note:

We encourage students to go beyond simple memorization and to apply concepts in the book to their own lives.



Class Record Sheet

Student Name

- 1.
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- 22.
- 23.
- 24.
- 25.



Editor's Note:

You can keep separate records for Response Journals with this reproducible Class Record Sheet.



Frankenstein

Response Sheet

Name _____

Section _____

Date _____



Editor's Note:

For consistency and ease of use, these Response Sheets can be distributed for student writing.



Author's Introduction

1. This section of *Frankenstein* was written by Mary Shelley in 1831, thirteen years after the publication of the novel in 1818. It has been speculated that her husband, the poet Percy Bysshe Shelley, was not the author. This section of the book is a letter from the creature to his creator, in which he tells her how he has learned to speak and how he has learned to read. We learn of his imagination, and her writings, in which she is the heroine of my tales." Think back on the prompts you have done during your schooling. Using this model, evaluate your own past writing in terms of the prompts like where you think your ideas come from, how you think your writing is, and how much of your writing is your own.
2. How *Frankenstein* came to be written by Mary Shelley is an interesting story. She had run away to Switzerland to escape an arranged marriage. Her future husband would later become her husband, Percy Bysshe Shelley. Because they and some friends were housebound because of incessant rain, they decided to have a competition to see who could write the best ghost story. *Frankenstein* won. It is written in a style called "Gothic Horror" or "Gothic Science Fiction." Works referred to as "Gothic" have a style, which has elements of gloom, the grotesque, or the supernatural, and often take place in centuries past. Usually, castles and large country homes are involved. Write a plot for a story in the Gothic style. Be sure to include when and where the story is set, details about the main character and at least three other characters, what the most exciting part of the story would be, and how it ends.
3. The author states that, in her novel, she wished "to preserve the truth of the elementary principles of human nature." She cites four other literary works that she feels do this. They are: *The Iliad*, *The Tempest*, *Midsummer Night's Dream*, and *Paradise Lost*. Look up these works in a dictionary or encyclopedia. List the author of each and write a summary of what the work is about.



Editor's Note:

Each prompt is preceded by a short reference to the book, which allows students to follow the chronology of the book.



Letter I

4. The novel opens with a letter from Captain Robert Walton to his sister, Mrs. Saville, in England. Captain Walton is one of many characters who will narrate parts of the novel. We meet him in the frozen North. He is the owner and captain of a ship in Russia, and he is preparing to set out on a sea journey north with the desire to add to the betterment of mankind by the “enterprise” he has embarked upon. In his letter, he writes, “...do I not deserve to accomplish some great purpose?” Dreams of great accomplishments are not only for characters in fiction. Using Captain Walton’s letter to his sister as a model, write a letter to someone close to you telling of a secret dream you have for a worthwhile accomplishment in your own life.
5. Captain Walton seems to feel much affection for his sister, Margaret, as this letter shows. We do not know whether or not his sister shares this level of affection for her brother. It could be that she resents him for leaving her, or it could be that she resents the fact that she would never be allowed to pursue such an adventure herself because of the century in which she lived. Complete the following dialogue that Margaret might have with her best friend about her brother and his adventure:

Friend: Ah, I see you’ve just received a letter from Robert. You must be so proud of his daring and of his being able to leave all the comforts here to go off to all that snow and ice.

Margaret: Well, Diana, I’m really not so proud of him. What do you think of that? I think he...

Chapter V

10. In the battle described in this chapter, Stephen Crane writes three things about Henry:
- “He suddenly lost concern for himself...”
 - “He became not a man but a member.”
 - “He was welded into a common personality...”

Write about a time that you felt that you were an important part of a group; how did it make you feel, and why do suppose you felt this way?

11. The color red is used symbolically throughout this novel to stand for other things (wounds, blood, war, rage, etc.) Write about other colors which you feel have symbolic associations. Can you relate any feelings that you have felt or experienced regarding colors? For example, many people feel irritable on “Blue Mondays” or wouldn’t like it if someone called them “yellow.” Explain any of your color associations.

Chapter VI

12. This chapter begins with Henry feeling very satisfied with himself because he found that he was not a coward. In a letter to a friend, write about a time when, like Henry, you have felt proud of yourself.
13. Henry’s bravery is proven to be short-lived, and when the enemy charges again, he runs, as the novel says, displaying “the zeal of an insane sprinter.” If you can understand why Henry ran this time after not wanting to finish the battle, explain it to a friend who doesn’t get it.

Chapter Five

Harmonious Space

17. Spending every day at Kid Central Station does not seem to be helping Turtle. In your opinion, what does Turtle need in order to begin recovering from her past negative experiences?

18. Compose an ad in which you are looking for a roommate; be sure to include any requirements or restrictions you have. What problems can you foresee in living with a roommate?

19. Give your reaction to the first house Taylor visits. Do you think this would be a good home for Taylor and Turtle? Why or why not? Do you find Taylor's encounter with the people there humorous or not? Explain.

Chapter Six

Valentine's Day

20. Mattie's place serves as a sanctuary for illegal aliens. What insight does this give you about Mattie's personality? How would you feel about working at Mattie's place? What is your opinion of the illegal immigration problem in the U.S.?
21. Taylor has a fear of tires because she witnessed one explode. Has you or someone you know ever experienced something suddenly, either that left a permanent impression? Explain the rest left.



Editor's Note:

Some prompts are generalized and provide impetus for students to explore their own lives.

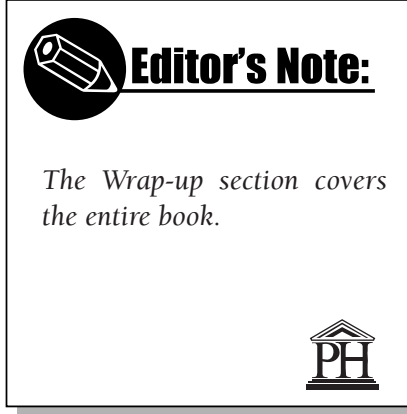


23. How do you define friendship? What similarities and differences do you and your best friend share. How did you become friends?

The Adventures of Tom Sawyer

W r a p - u p

72. Write a report that contains your opinion about why you liked or did not like *The Adventures of Tom Sawyer*.
73. In comparing the ways your life and the life of Tom Sawyer are different, write about which single difference you think is the most interesting.
74. Tom Sawyer and Huck Finn have many honorable traits. Choose one of the boys and write about how you would consider his faults and his good traits.
75. Becky Sharp's future life might have the same plot which would feature Becky still living at home, five and not yet married.
76. Do you think that some of Tom's adventures were just too unbelievable, even for a novel? Relate why you think this is or is not true.
77. Write down a list of three things you did not like about *The Adventures of Tom Sawyer*, and three things that you did like. Explain why you felt this way.
78. In this novel, St. Petersburg is a town where everyone knows everyone else, and a general kindness and order prevails. Write a comparison of this fictional town and the one in which you live. Try to include both the good and bad points of each town.
79. If the author of *The Adventures of Tom Sawyer*, Mark Twain (real name, Samuel Clemens), were still alive, what would you say in a letter to him about his writing?
80. Later in life, Mark Twain continued the story, but this time, he wrote about Huck. Why do you suppose he chose Huck as the main character? Which person, Tom or Huck, would you have wanted to know about more? Explain.



Test

- Which of the following is **not** an accurate statement about this novel?
 - The author shows an interest in the dialects spoken in this region.
 - All the characters in this novel are depicted as realistic, believable figures.
 - The novel is a series of episodes, rather than a tightly plotted novel that builds to a climax and conclusion.
 - Both A and B.
 - A, B, and C.
- We may infer that Tom represents the au
 - civilization.
 - democracy.
 - war.
 - crime.
- Tom trades for enough tickets to win a B
 - he is mad at Sid for tattling and want
 - they are difficult to get.
 - he wants the attention and admiration of all the other children.
 - he is mocking Sunday school and the whole idea of memorizing verses.
- We may say of Sid that the author
 - uses Sid as a mouthpiece for his own views.
 - uses Sid as an opposite for Tom.
 - believes that Sid is the ideal model that both Tom and Huck should work toward.
 - Both A and C.
 - A, B, and C.
- Injun Joe kills the doctor because
 - the doctor refuses to pay him for the grave robbing.
 - he wants to frame Muff Potter for the murder.
 - he is evil and doesn't need a reason to murder.
 - the doctor's father had him put in jail for vagrancy.



Editor's Note:

To assure that students do understand the book, we provide a multiple-choice comprehension test.



The Adventures of Tom Sawyer

Test
Student Answer Sheet

Name: _____

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

8. _____

18. _____

9. _____

19. _____

10. _____

20. _____

The Pearl

Test
Answer Key

1. A

2. D

3. E

4. B

5. A

6. A

7. B

8. C

9. C

10. B

11. D



Editor's Note:

Answers are available to teachers only. The key corresponds to the Student Answer Sheet format for easy grading.



17. C

18. B

19. C

20. A

Response Journal • FAQ

What is a Response Journal?

Our Response Journals present a series of activity prompts for writing to the students.

How will using the Response Journals benefit my students and me?

- Different books can be taught at the same time.
- Students who would not normally be exposed to certain books now will be.
- Writing on personal subjects appeal to many otherwise reluctant students.

On what level are Response Journals written?

Response Journals are appropriate for both middle and high school students. They work especially well with weaker readers.

What do the Response Journals look like?

Each book is 8 1/2 x 11 inches with a saddle-stitched binding and a full-color, coated cover. The length of each book varies, according to the number of prompts. Usually, books run between 28 and 44 pages. Each book contains prompts, test, answer key, a Class Record Sheet, and a Response Sheet.

Are the Response Journals reproducible?

All Response Journals are copyright protected, but may be reproduced by the purchaser for use in his or her own classroom.

Are the questions multiple choice or matching?

Neither. Questions are non-objective; students should be able to write answers to the prompts from their own experiences.

What kinds of questions do you employ?

We ask students to put themselves into various situations: characters in the book, their own lives, history, film, or other literature. They then:

- write diary entries
- compose letters
- construct dialogues
- supply alternate endings or titles
- speculate on characters' fates
- etc.

Do you include questions on literary terms?

No. If you want this type of questions, consider using our Teaching Units. We do, however, include a multiple-choice test you can use to check for student comprehension.

How many prompts are included?

The prompts range from 50 to 100, covering the entire book, arranged chronologically.

What types of books are appropriate for Response Journals?

Any kind of book will work. We have Response Journals on plays, non-fiction, and novels.

