

***Objective Tests
and
Answer Keys
for***

The Witch of Blackbird Pond

By Elizabeth George Speare

1959 Newbery Medal Winner



A Teaching Pack

By Margaret Whisnant

Copyright © 2008 Margaret Whisnant

Permission to copy for classroom use only.
Electronic distribution limited to classroom use only. Not for public display.
All rights reserved by author.

Table of Contents

Objective Tests

Chapter Tests	Page
Chapter 1	1-2
Chapter 2	3
Chapter 3	4-5
Chapter 4	6
Chapter 5	7-8
Chapter 6	9
Chapter 7	10
Chapter 8	11-12
Chapter 9	13-14
Chapter 10	15-16
Chapter 11	17-18
Chapter 12	19-20
Chapter 13	21
Chapter 14	22
Chapter 15	23
Chapter 16	24-25
Chapter 17	26-27
Chapter 18	28-29
Chapter 19	30-31
Chapter 20	32-33
Chapter 21	34-35

Whole Book Test	36-38
----------------------------------	--------------

Answer Keys	39-40
------------------------------	--------------

About Your Teaching Pack	41-42
---	--------------

The Witch of Blackbird Pond

By Elizabeth George Speare

Chapter 1 Pages 1-14

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

- _____ 1. This story took place in (A) 1887, (B) 1787, (C) 1687.
- _____ 2. Kit Tyler had been at sea for (A) a month, (B) five months, (C) five weeks.
- _____ 3. Kit's first glimpse of America was (A) disappointing, (B) a relief, (C) beautiful.
- _____ 4. Kit had left her home in Barbados to come to (A) Jamestown colony, (B) the Hudson River Valley, (C) Connecticut colony.



- _____ 5. Nathaniel Eaton's father owned a shipyard in (A) Charleston, (B) Saybrook, (C) Havana.
- _____ 6. Kit had (A) never been on a sailing ship, (B) sailed on small ships all her life, (C) been sick the whole voyage.
- _____ 7. There was an unbearable stench aboard the *Dolphin* because (A) it had carried a load of horses on its previous voyage, (B) all the food had spoiled, (C) they were carrying a cargo of pigs.
- _____ 8. Kit was (A) one of only two women aboard the *Dolphin*, (B) the only woman on the ship, (C) one of several dozen women making the voyage.
- _____ 9. Mistress Eaton came back to Saybrook every spring to (A) get away from the heat of Barbados, (B) visit with the captain, (C) tend to her house and garden.
- _____ 10. Kit was (A) fourteen, (B) sixteen, (C) eighteen.
- _____ 11. Kit went ashore with Mistress Eaton because she (A) couldn't bear the ship any longer, (B) didn't want to be left alone, (C) couldn't wait to set foot on America.
- _____ 12. On the way back to the *Dolphin*, what object did the little girl drop from the longboat? (A) a doll, (B) her shoes, (C) a basket of food.
- _____ 13. When Kit went into the water, she was surprised to find (A) it was not salt water, (B) the current was really strong, (C) it was terribly cold.

The Witch of Blackbird Pond

By Elizabeth George Speare

Chapter 2 Pages 14-28

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

- _____ 1. The *Dolphin* made a quick journey from Saybrook to Wethersfield.
- _____ 2. Prudence's mother was a loving woman who treated her child with kindness.
- _____ 3. Kit noticed that Prudence took the doll with her wherever she went aboard the ship.
- _____ 4. John Holbrook spent a lot of time reading.
- _____ 5. Like the other passengers on the ship, John ignored and avoided Kit.
- _____ 6. John didn't go to Harvard as he had hoped because his family couldn't afford it.
- _____ 7. John was jealous of the carefree life Kit had led.
- _____ 8. Both of Kit's parents had moved back to England when she was very young.
- _____ 9. Kit's Aunt Rachel fell in love with a Puritan and left England for America with her father's blessing.
- _____ 10. Kit had to come to live with her Aunt Rachel because her grandfather died.
- _____ 11. Aunt Rachel wrote a letter to Kit every year.
- _____ 12. In the technique called "walking up the river," the sailors used a rope attached to an anchor to pull the *Dolphin* along the river.
- _____ 13. Because there was no water for a bath, Kit dove into the water with Nat and two other sailors.
- _____ 14. Kit's family had owned more than a hundred slaves who worked their plantation.
- _____ 15. Nat and his father refused to use the *Dolphin* to transport slaves.
- _____ 16. Kit thought the book that John was always reading was a wonderful, entertaining story.
- _____ 17. Kit tried to explain to John how much she loved the books she had read and the place where she had lived.
- _____ 18. Kit was deeply disappointed when she saw Wethersfield.
- _____ 19. Goodwife Cruff invited Kit to come visit with Prudence as soon as she could.
- _____ 20. Kit's Aunt Rachel did not know that she was coming to Wethersfield.

The Witch of Blackbird Pond

By Elizabeth George Speare

Chapter 6
Pages 59-67



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

- _____ 1. Did the Woods spend four days preparing for Dr. Bulkeley's visit?
- _____ 2. Did everyone in the family enjoy Reverend Bulkeley's visit?
- _____ 3. Had Dr. Bulkeley met and been friends with Kit's grandfather?
- _____ 4. Was Dr. Bulkeley interested in the fact that Kit's grandfather had been knighted and was a loyal subject of King James?
- _____ 5. Did Reverend Bulkeley and Matthew Wood agree on what to do about the King's new governor?
- _____ 6. Did Uncle Matthew fear the new governor would take away the rights and the free government the people of Connecticut had worked so hard to build up?
- _____ 7. Was Matthew Wood in favor of going to war to preserve his rights?
- _____ 8. Did the argument between Matthew and Dr. Bulkeley upset Aunt Rachel?
- _____ 9. Was it Mercy who eased the tension by suggesting that Reverend Bulkeley read from the Bible?
- _____ 10. Did Kit like the way John behaved when he was in Reverend Bulkeley's presence?
- _____ 11. Did Reverend Bulkeley purposely choose Bible passages that would help end the argument between him and Uncle Matthew?
- _____ 12. Did Kit enjoy the sound of John's voice as he read from the Bible?
- _____ 13. During the long prayer, was Judith watching John Holbrook?
- _____ 14. Did Kit see that Mercy was able to help and comfort the members of her family?
- _____ 15. Did John accept Aunt Rachel's invitation to visit with the family again?
- _____ 16. Did Uncle Matthew invite Gershom Bulkeley to come back for another meal?
- _____ 17. Did William Ashby ask permission of Uncle Matthew to pay his respects to Kit?
- _____ 18. Was Uncle Matthew pleased that William Ashby's father was a King's man?
- _____ 19. Before Kit came to live with them, had Judith hoped that William Ashby would call on her?
- _____ 20. Did Judith decide she was going to marry John Holbrook?

About Your Teaching Pack. . .

The primary goal in creating this objective tests teaching pack is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. This material also aligns with CCSS by helping students identify and recall story details needed for making inferences, citing facts, etc.

When used as a basic guide for teaching a novel, the materials can provide 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 follow 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

