



**Across Five Aprils** by Irene Hunt  
1965 Newbery Honor Book

**Objective Tests Teaching Guide**  
by Margaret Whisnant

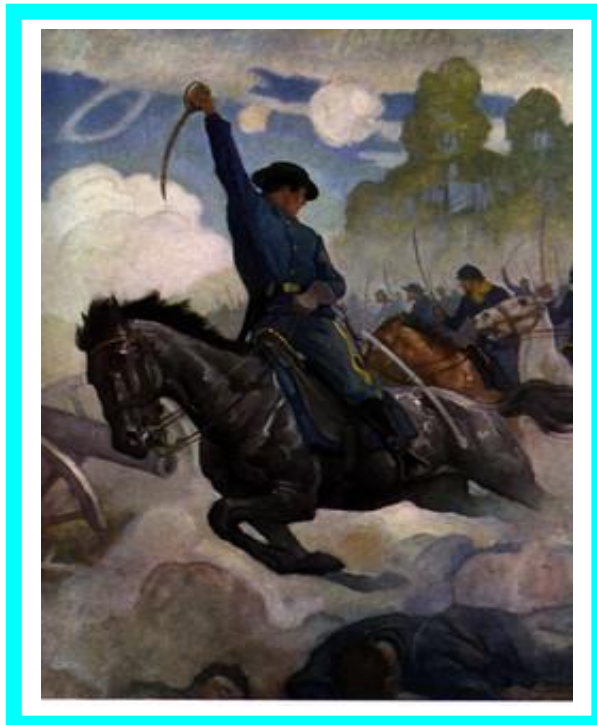


***Objective Tests***  
***with Answer Keys***  
***for***

***Across Five Aprils***

*By Irene Hunt*

**1965 Newbery Honor Book**



**Objective Tests Teaching Guide**

**by Margaret Whisnant**

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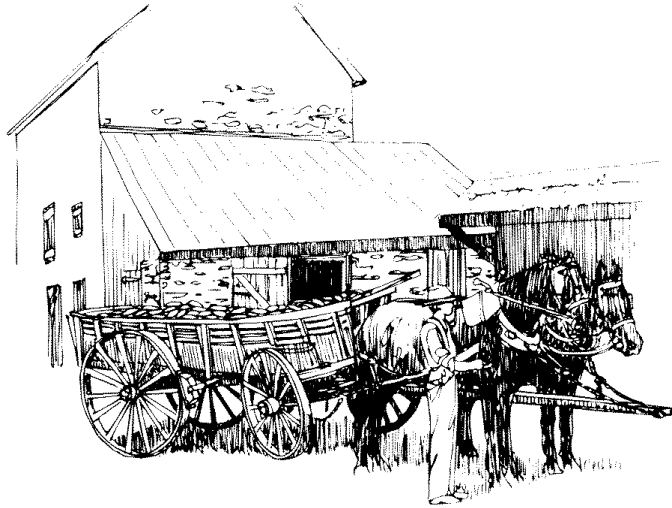
# ACROSS FIVE APRILS

By Irene Hunt

1 Pages 7-26

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

- \_\_\_\_\_ 1. Ellen Creighton and her family lived in southern (A) Illinois, (B) Ohio, (C) Michigan.
- \_\_\_\_\_ 2. When the story began, Ellen and Jethro were planting (A) corn, (B) wheat, (C) potatoes.
- \_\_\_\_\_ 3. Of the twelve children Ellen Creighton had given birth to, (A) only Jethro lived at home, (B) only two were boys, (C) three died within one week in 1852.
- \_\_\_\_\_ 4. To Ellen, it seemed that nine-year-old Jethro (A) was a perfect son, (B) was marked by Destiny, (C) was smarter than his brothers and sisters.



- \_\_\_\_\_ 5. On that April morning in 1861, the adult world of trouble included (A) no money and last summer's crop failure, (B) talk of war, (C) a severe food shortage.
- \_\_\_\_\_ 6. Shadrach was both Matt Creighton's farmhand and (A) the schoolmaster, (B) a surveyor, (C) a member of the state legislature.
- \_\_\_\_\_ 7. Ellen thought of Shadrach as (A) a bad influence on Jethro, (B) a temporary acquaintance, (C) a part of her family.
- \_\_\_\_\_ 8. Shadrach had a great interest in (A) Jethro's sister Jenny, (B) the issue of slavery, (C) becoming a doctor.
- \_\_\_\_\_ 9. The purpose of Shad's trip into Newton was to (A) buy supplies for spring planting, (B) pick up materials for Jenny's wedding, (C) get news from the world beyond their own land.
- \_\_\_\_\_ 10. To Jethro, dread of war was (A) greatly exaggerated, (B) a womanly weakness, (C) wasted worry.
- \_\_\_\_\_ 11. Ellen worried that if war came, (A) the family would lose their land, (B) all her sons, except Jethro, would be killed, (C) Jethro would leave to join the fight.
- \_\_\_\_\_ 12. To cheer his mother as they worked in the fields, Jethro told her what he had learned in school about (A) the Bible, (B) Columbus, (C) Copernicus.
- \_\_\_\_\_ 13. Jethro was aware that there had been bad feelings between the adults in the area over (A) the election of President Lincoln, (B) who owned the land bordering his parents' property, (C) whether their state should be slave or free.
- \_\_\_\_\_ 14. Although he didn't tell his mother, Jethro hoped (A) war would come soon, (B) war could be avoided, (C) his family would join the Confederacy .

# ACROSS FIVE APRILS

By Irene Hunt  
2 Pages 27-36

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

- \_\_\_\_\_ 1. John and Bill Creighton were glad to see their cousin Wilse Graham.
- \_\_\_\_\_ 2. Because they were farmers, Jethro's family would not be affected if Kentucky and Missouri joined the Confederacy.
- \_\_\_\_\_ 3. Most of the folks in southern Illinois had ties with Missouri, Kansas, or Tennessee.
- \_\_\_\_\_ 4. Though he was from the South, Wilse was sympathetic and supportive of the views held by the industrialized North.
- \_\_\_\_\_ 5. Ellen Creighton felt slavery was wrong and that there should be a movement against it.



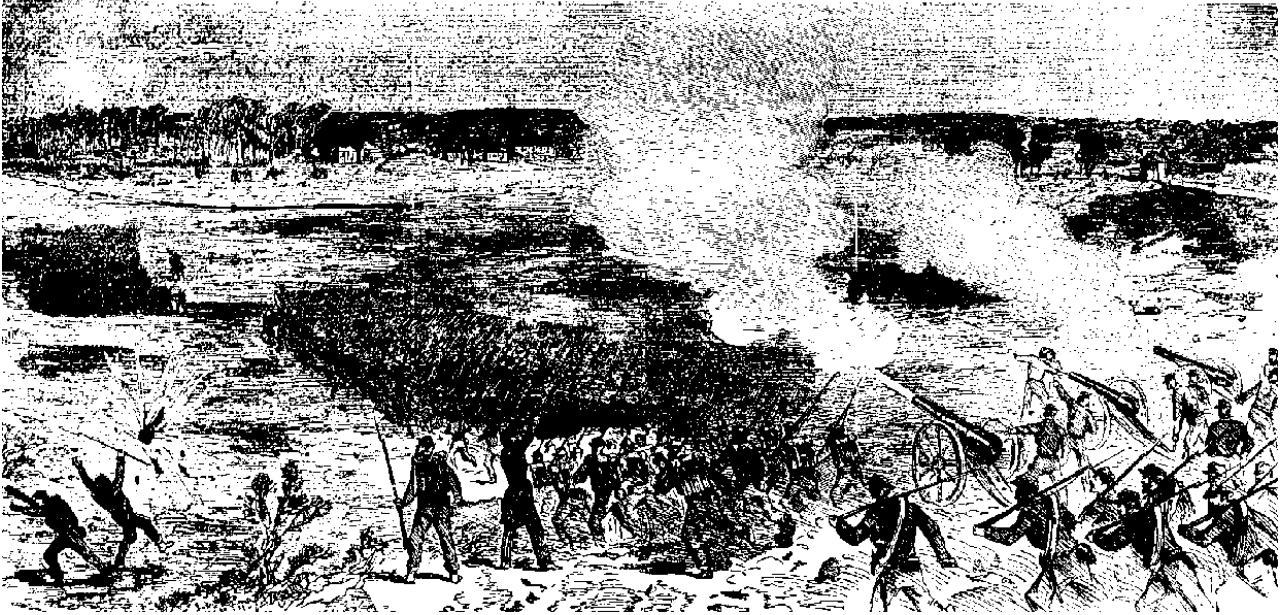
- \_\_\_\_\_ 6. If war came, Wilse believed England would help the South because it needed cotton.
- \_\_\_\_\_ 7. Wilse Graham did not own slaves, but he felt there was no sin when a master treated his slaves kindly.
- \_\_\_\_\_ 8. Bill hated slavery, but he also believed the issue was being used to cover the greed that existed in the North.
- \_\_\_\_\_ 9. Jethro's father argued that human nature was more decent and responsible than it had been in the past.
- \_\_\_\_\_ 10. Hearing his father speak of his growing into a man made Jethro even more excited about the prospect of war.
- \_\_\_\_\_ 11. Both John and Bill agreed that the South should be left alone, even if it meant slavery would spread into every new territory.
- \_\_\_\_\_ 12. The talk of slavery and war ceased at the table when Ellen demanded it.
- \_\_\_\_\_ 13. Bill helped Jenny clear up after supper so his mother could rest.

# ACROSS FIVE APRILS

By Irene Hunt  
3 Pages 37-46

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

- \_\_\_\_\_ 1. Was it in a Fourth-of-July atmosphere that the people of southern Illinois listened to weekend speeches about the war?
- \_\_\_\_\_ 2. Did Congressmen and hoop-skirted ladies drive out in carriages to witness the Battle of Bull Run?



- \_\_\_\_\_ 3. Did Union troops win the first battle of the war?
- \_\_\_\_\_ 4. After the first battle, did Tom and Eb still boast that the south would be defeated in one decisive swoop?
- \_\_\_\_\_ 5. During the summer, did some people begin to think the South might have been right in its boast that northern factory workers would be no match for their bronzed outdoor men?
- \_\_\_\_\_ 6. Did John and Shadrach plan to leave for the war by mid winter?
- \_\_\_\_\_ 7. Did Bill talk about his plans to get involved in the fighting?
- \_\_\_\_\_ 8. Shortly after Tom and Eb left, did the North win several important battles?
- \_\_\_\_\_ 9. Did the battle at Wilson's Creek and the turmoil in Missouri spill over into southern Illinois and into Jethro's family?
- \_\_\_\_\_ 10. Did Jethro have nightmares as a result of the stories he heard about Wilson's Creek?
- \_\_\_\_\_ 11. Did Bill roam the fields after bedtime because he couldn't sleep?

# ACROSS FIVE APRILS

By Irene Hunt

## Whole Book Test

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

- \_\_\_\_\_ 1. Jethro and his family lived in southern (A) Illinois, (B) Ohio, (C) Maryland.
- \_\_\_\_\_ 2. When the story began, Jethro was (A) eleven, (B) ten, (C) nine.
- \_\_\_\_\_ 3. Jethro was born the same year (A) his three older brothers died within a week of each other, (B) Shadrach Yale came to Newton, (C) the Dread Scott case was decided.
- \_\_\_\_\_ 4. What was special about Walnut Hill? (A) The Indians thought it was sacred. (B) Jethro's three brothers and sister were buried there. (C) It was Ellen Creighton's favorite place on their property.



- \_\_\_\_\_ 5. Of the twelve children Ellen had given birth to, which one did she favor? (A) Bill, (B) Jenny, (C) Jethro.
- \_\_\_\_\_ 6. Which of the following was **not** true of Shadrach Yale? (A) He taught school in the winter and worked as a farmhand for Matt Creighton in the summer. (B) He and Jenny Creighton were sweethearts. (C) He was from Tennessee.
- \_\_\_\_\_ 7. Mary Creighton died (A) from pneumonia the winter of '59, (B) in an accident caused by Travis Burdow, (C) while she was visiting her mother's relatives in Kentucky.
- \_\_\_\_\_ 8. Jethro's favorite brother was (A) Bill, (B) Tom, (C) John.
- \_\_\_\_\_ 9. Eb Carron was (A) Matt Creighton's nephew, (B) Ellen Creighton's nephew, (C) Shadrach Yale's cousin.
- \_\_\_\_\_ 10. Which of Ellen Creighton's sons had been very close to one another since they were children? (A) John and Tom. (B) Mary and Jenny. (C) John and Bill.
- \_\_\_\_\_ 11. The Creightons got most of their information about the war from (A) Jed Turner, (B) newspapers, (C) letters from relatives.
- \_\_\_\_\_ 12. Where the Creightons lived, many folks (A) had roots in the South, (B) were not concerned with the issue of slavery, (C) kept to themselves and didn't want to get involved in the war.
- \_\_\_\_\_ 13. At Bull Run, the first battle of the war, (A) the Southern army turned and ran, (B) carriages full of spectators, including congressmen and ladies, drove out to watch the battle, (C) General McClellan became a hero for the North.

# About Your Objective Tests Teaching Guide. . .

The primary goal in creating the objective tests 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 FUCTIONS**

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**

This teaching guide is 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