

The True Confessions of Charlotte Doyle

by Avi

1991 Newbery Honor Book



Objective Tests Teaching Guide

by Margaret Whisnant

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

The True Confessions of Charlotte Doyle

By Avi

A 1991 Newbery Honor Book



A Teaching guide

by Margaret Whisnant

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An Important Warning: **Pages 1-3**

Part One

1: Pages 7-15

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

- _____ 1. Charlotte Doyle, at thirteen, was accused of murder, brought to trial, and found guilty.
- _____ 2. Charlotte's story took place in the year 1832, and her adventure aboard the *Seahawk* began in June.
- _____ 3. Before her experience at sea, Charlotte was a rebellious tomboy with no thought of being a lady.
- _____ 4. Though American born, Charlotte spent her childhood years in England, where her father was an agent for an American business.



- _____ 5. Charlotte did not leave England with her parents and younger brother and sister because her father wanted her to finish the school term at Barrington School for Better Girls.
- _____ 6. In Charlotte's opinion, her father's decision to allow her to cross the Atlantic alone was foolish.
- _____ 7. The Doyle's true home was in Providence, Rhode Island.
- _____ 8. Charlotte kept a daily journal of her voyage because it was something she enjoyed doing.
- _____ 9. The ship Charlotte was to travel on was owned and operated by her father's firm.

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Part One: 2 Pages 16-26



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

- _____ 1. Did Mr. Keetch, in Captain Jaggery's place, welcome Charlotte aboard and wish her a happy voyage?
- _____ 2. Did Mr. Grummage seem to be concerned for Charlotte's safety when he left the *Seahawk*?
- _____ 3. Did the sailors on the forecastle deck appear to be happy that Charlotte was aboard ship?
- _____ 4. Was Charlotte's trunk aboard when Mr. Keetch lead her to her quarters?
- _____ 5. Was the cabin that Charlotte's father had contracted for only six feet in length, four feet wide, and four and a half feet high?
- _____ 6. Did Charlotte see something crawl over the pillow and blanket that were meant to be a bed?
- _____ 7. Even though it was small, did Charlotte's cabin have a simple chair and a small porthole?
- _____ 8. Was there room in Charlotte's cabin for her trunk?
- _____ 9. Did Barlow warn Charlotte that she shouldn't be alone on the *Seahawk* for the voyage they were about to make?
- _____ 10. Because her father had arranged everything and she had been educated to obey, did Charlotte stay on the ship even though she wanted to leave?
- _____ 11. Alone in her cabin, did the feeling that she had been placed in a coffin cause Charlotte to burst into tears?

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Part One: 3 Pages 27-34

4 Pages 35-41

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

- _____ 1. Charlotte decided, upon awakening the first morning on board the *Seahawk*, to (A) leave the ship and go back to Barrington School, (B) talk to the captain about her tiny cabin, (C) have another talk with Zachariah.
- _____ 2. To her shock, Charlotte found that (A) someone had been in her cabin, (B) the captain had not come aboard the *Seahawk*, (C) the *Seahawk* was at sea.
- _____ 3. Charlotte thought the men who assembled on deck were (A) scruffy, but of a friendly nature, (B) like men recruited from the doormat of Hell, (C) the most evil collection of men she had ever seen.
- _____ 4. From his dress and the dignified way he carried himself, Charlotte knew that Captain Jaggery was (A) a gentleman, (B) someone her father would approve of, (C) the most friendly man on board ship.
- _____ 5. Mr. Hollybrass was (A) a cabin boy, (B) the first mate, (C) the man who had chosen the crew.

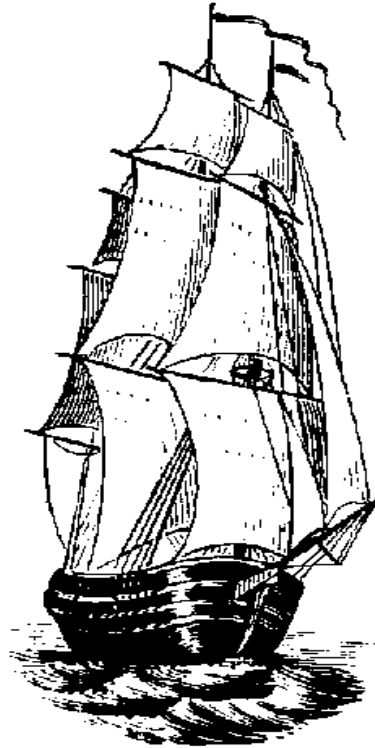


- _____ 6. The captain frowned because (A) the ship was short one crew member, (B) he was not sure that Mr. Keetch was the second mate, (C) Mr. Hollybrass didn't know the name "Cranick."
- _____ 7. Which of the following was **not** something Captain Jaggery said to the crew? (A) It was a pleasure to see them again, but he had no desire to speak to any of them. (B) There was no democracy on the ship. He was the one master. (C) Mr. Hollybrass and Mr. Keetch would make most of the decisions during the voyage.
- _____ 8. What was the old saying about the sea that Captain Jaggery said he understood? (A) The sea is a lady of mystery. (B) An extra issue of rum makes a quick passage. (C) No ship sails the same sea twice.

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Part One: 5 Pages 42-51



Captain Jaggery
Zachariah
the dirk
the captain's cabin
glowing with pleasure

the Bible
harsh
his daughter
meals

the crew
a round robin
her father
his eyes and ears

muskets
promenade in the fresh air
her trunk
her cabin

From the list above, choose the name, word, or phrase that fits 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. Like Zachariah, Captain Jaggery told Charlotte to keep this under her mattress.
- _____ 2. Captain Jaggery invited Charlotte to join him for these whenever she wanted.
- _____ 3. Those who signed one of these meant to make dangerous trouble.
- _____ 4. Captain Jaggery reminded Charlotte of him.
- _____ 5. Charlotte thought his tale of Captain Jaggery's violence and cruelty was slanderous and impertinent.
- _____ 6. A rack of these were loaded and locked in a cabinet in the captain's cabin.
- _____ 7. Captain Jaggery said the little girl in the picture Charlotte saw was this.

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WHOLE BOOK TEST



the *Seahawk*
Captain Jaggery
the royal yard
her cabin
August, 1832
the forecandle
a lady

Mr. Fisk
Mr. Hollybrass
Mr. Cranick
the crew
the other passengers
sailor's clothing
a rebellion

Mr. Keetch
Providence, RI
her journal
June, 1832
hammocks
her hair
guns

Zachariah
Charlotte's father
Liverpool, England
September, 1832
hanging
order
Barrington School for
Better Girls
a dirk
a round robin
the hurricane
his daughter
a whip
unnatural

From the list above, choose the name, word, or phrase that fits 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. The *Seahawk* set sail from England to the United States on this date.
- _____ 2. Both the crew, and eventually Charlotte, slept in these.
- _____ 3. He was Charlotte's best friend on board ship.
- _____ 4. It was a sign of a rebellion, designed so that no person's name was on the top or bottom of the list.
- _____ 5. Using this weapon, Charlotte inflicted a gash across Captain Jaggery's cheek.
- _____ 6. He was shot by Captain Jaggery and thrown overboard without a proper service.
- _____ 7. It's figurehead was a hawk, with wings thrust back and a wide-open beak that appeared to be screaming.

About Your Objective Tests Teaching Guide. . .

The primary goal in creating this objective tests teaching guide 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 FICTIONS

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

This teaching guide 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