

Shades of Gray

by Carolyn Reeder

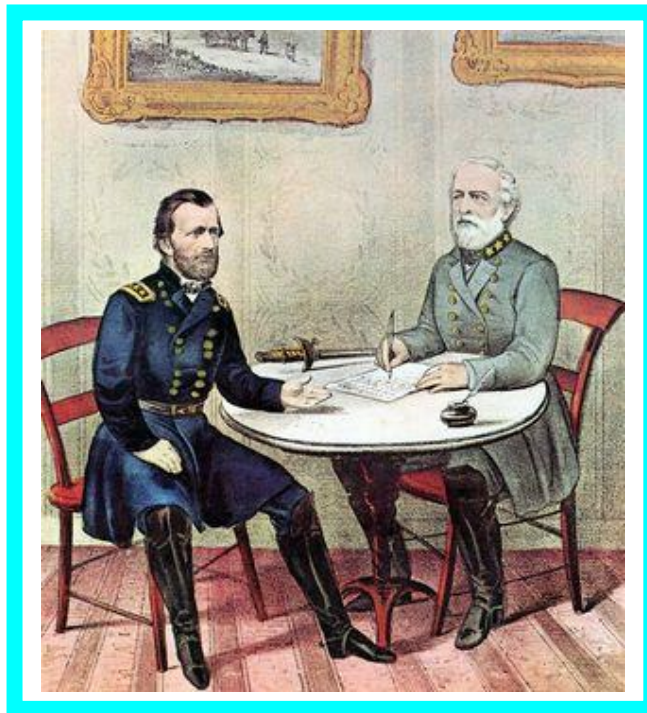
Objective Tests Teaching Guide

By Margaret Whisnant



Objective Tests
with
Answer Keys
for
Shades of Gray

By Carolyn Reeder



A Teaching Guide

by Margaret Whisnant

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Chapter 1 Pages 1-14

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

- _____ 1. This story takes place (A) just before the Civil War, (B) during the Civil War, (C) just after the Civil War.
- _____ 2. Willie had to go live with his aunt because (A) his mother had requested it, (B) he had inherited some nearby land, (C) his only sister was there.
- _____ 3. Where did Will's aunt live? (A) the Shenandoah Valley, (B) the Virginia Piedmont, (C) Kentucky.
- _____ 4. What happened to Will's family? (A) They were missing. (B) They died in the war. (C) They escaped to the North and disappeared.
- _____ 5. Will did not like his uncle because (A) he considered him a traitor and a coward, (B) he was a cruel man, (C) he made fun of Will's appearance.
- _____ 6. Which side did Will's family fight for during the war? (A) neither one, (B) the North, (C) the South.
- _____ 7. Will was (A) nine years old, (B) twelve years old, (C) eighteen years old.
- _____ 8. The girl Will had seen on the way to his aunt's farm was (A) a neighbor, (B) his sister, (C) his cousin.
- _____ 9. When Will first saw his aunt, she (A) reminded him of his mother, (B) hugged him, (C) looked worried.
- _____ 10. Will's little sisters (A) went south to live with an uncle, (B) disappeared under mysterious circumstances, (C) died of typhoid fever.
- _____ 11. Doc Martin (A) was a friend of Will's father, (B) had taken care of Will's mother during her long illness, (C) couldn't afford to take care of Will.
- _____ 12. What happened to Meg's horse? (A) The Yankees took it. (B) The Rebels took it. (C) It died of starvation.

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Chapter 2

Pages 15-25

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

- _____ 1. Will remembered how he used to wash his face every morning in hot water brought to him by a slave.
- _____ 2. Uncle Jed got up early to feed what little stock the family had left.
- _____ 3. During the war, both Yankees and Rebels had stolen from Uncle Jed and his family.
- _____ 4. Uncle Jed and his family lived in Kentucky.
- _____ 5. Aunt Ella saved a few sacks of buckwheat from the Yankees by making them look like bed pillows.
- _____ 6. Uncle Jed took Will with him to check the trap line because he wanted Will to take over the job.
- _____ 7. Will was determined to keep up with his Uncle Jed and show him that a town boy could get along in the country.
- _____ 8. Uncle Jed hoped to catch beavers in the traps.
- _____ 9. Uncle Jed told Will to drink all the water he wanted because they had a long way to go.
- _____ 10. Will was able to find his way back home along the trap line without a single mistake.
- _____ 11. Will refused to say the name "Uncle Jed."



- _____ 12. Will discovered it was his father who had prevented his mother from writing to Aunt Ella during the war.

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Chapter 4

Pages 35-44

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

- _____ 1. When they were checking the rabbit traps, did Uncle Jed not answer Will because he could not hear him?
- _____ 2. Were the rabbit traps empty again?
- _____ 3. Was Will going to have to spend a lot of time with his Uncle Jed for a month while they repaired the pasture fence?
- _____ 4. Did Will dig a hole to use as a place to burn and cover their scrap wood?
- _____ 5. Was Will accustomed to taking pride in doing hard, physical work?



- _____ 6. Was Will certain he could find his way along the trap line after having gone over the route twice with Uncle Jed?
- _____ 7. Did Will panic when he thought he was lost?
- _____ 8. Did Uncle Jed guess what had happened to Will on his trip to the trap line?
- _____ 9. Did Uncle Jed let Will discover how to do some of the work on the fence post on his own?
- _____ 10. When he realized Uncle Jed was pleased with his work, did Will grin in spite of himself?

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WHOLE BOOK TEST



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

- _____ 1. This story took place just after (A) the Revolutionary War, (B) the Civil War, (C) the Mexican-American War.
- _____ 2. Where did this story take place? (A) Pennsylvania, (B) Ohio, (C) Virginia.
- _____ 3. How did William's father die? (A) He was killed in battle. (B) He had typhoid fever. (C) He died in a Yankee prison.
- _____ 4. What happened to Will's sisters? (A) They died of typhoid fever. (B) They died in a Yankee prison. (C) They starved to death.
- _____ 5. Will's older brother Charlie (A) had disappeared, (B) was killed in battle, (C) tried to play a joke and was shot by a Yankee.
- _____ 6. Will's mother (A) was shot by Yankees, (B) died of a disease and a broken heart, (C) killed herself.
- _____ 7. How old was Will? (A) ten, (B) sixteen, (C) twelve.
- _____ 8. Why did Will go to live with Uncle Jed and Aunt Ella? (A) They were his only relatives. (B) Uncle Jed had sent for him. (C) His mother had written that she wanted him to.
- _____ 9. Will thought his Uncle Jed was a coward and a traitor because (A) he was a southerner and he refused to fight in the war, (B) he helped supply the Yankees with food, (C) he moved his family north during the war.
- _____ 10. When they were little girls, Aunt Ella and Will's mother were (A) raised in rich surroundings, (B) separated and sent to live with different families, (C) both raised in poverty.

About Your 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 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 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 Objective Tests 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