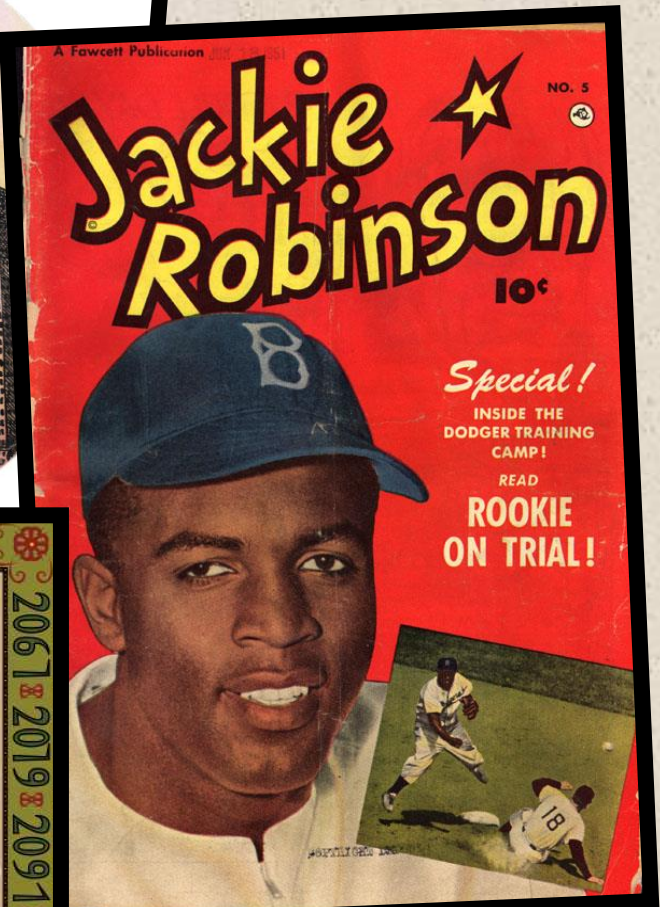


In the Year of the Boar and Jackie Robinson

by Bette Boa Lord



Objective Tests Teaching Guide

by Margaret Whisnant

***Objective Tests
with Answer Keys***

for

**In the Year of the Boar
and Jackie Robinson**

By Bette Bao Lord



Objective Tests Teaching Guide

By Margaret Whisnant

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IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

By Bette Bao Lord

January
Chinese New Year
Pages 3-19

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

- _____ 1. Sixth cousin, also known as Bandit, and her family, the House of Wong, lived in (A) Japan, (B) China, (C) Korea.



- _____ 2. Which of the following was **not** something that happened when the letter from Father arrived? (A) Grandmother cried, but Grandfather was angry. (B) Sixth Cousin was given the name "Bandit." (C) Mother smiled when she read it.
- _____ 3. On the stamp of Father's letter sat (A) a large palm tree, (B) a figure that represented wealth, (C) an ugly, bald bird.
- _____ 4. Bandit's father had been (A) traveling the four seas, (B) working as a sea merchant, (C) rejected by the House of Wong due to his independent nature.
- _____ 5. In Bandit's Confucian family (A) only the aged were considered wise, (B) children were the most important members of the family, (C) the opinions of all family members were considered important.
- _____ 6. Bandit knew that something bad had happened to her family because (A) all the elders behaved unnaturally in her presence, (B) Grandmother told her to get ready for a change, (C) Fourth Cousin had overheard a conversation between Mother and Grandfather.
- _____ 7. The game that Bandit and Fourth cousin played was (A) checkers, (B) marbles, (C) pick-up-beans.
- _____ 8. Bandit remembered a time when (A) Father was at home all the time, (B) enemy planes bombed the city for two days, (C) her family took long walks together.
- _____ 9. The House of Wong and their neighbors were celebrating the approaching New Year, which brought an end to the Year of the Dog and brought the beginning of the (A) Year of the Boar, (B) Year of the Monkey, (C) Year of the Clan.

IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

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February

A Journey of Ten Thousand Miles

Pages 21-39

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

- _____ 1. Shirley's month long journey to San Francisco was a happy adventure traveled over a calm sea.
- _____ 2. During the entire trip, Mother was either nervous or almost hysterical.
- _____ 3. Once on the train, Mother began to fret over small things.
- _____ 4. Shirley and Mother's journey on the train took them all the way across the United States from San Francisco to New York City.



- _____ 5. Shirley's father was an engineer.
- _____ 6. Shirley's father had been separated from his family for almost five years.
- _____ 7. Upon seeing him again, Shirley did not hug her father because she had been taught that embracing in public was disgraceful.
- _____ 8. When they were reunited at the trail station, Shirley's parents hugged and kissed each other.
- _____ 9. Shirley's new home was in Brooklyn, New York.
- _____ 10. During the taxi ride to their apartment, Shirley wondered why there were no people in the streets and what held the Brooklyn Bridge upright.
- _____ 11. The apartment that Father had prepared for his family was much larger than the living area Shirley had in China.
- _____ 12. Shirley's bed was three cushions placed over the bottoms of two drawers.

IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

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March

China's Little Ambassador

Pages 41-49

P.S. 8
Mother
Mr. P.
arithmetic
cookies

Shirley
winking
pictures
a letter

Mrs. Rappaport
the principal
gurgling water
the long mean pole

China's little ambassador
the students in Shirley's class
a nearby store
five hundred million Chinese

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. She told the principal she was ten years old.
- _____ 2. Mrs. Rappaort used it to open a window.
- _____ 3. She learned to speak English by listening to the study records that Father had sent.
- _____ 4. Instead of eating lunch in the cafeteria, Shirley and some of her new classmates bought lunch here.
- _____ 5. Because she had fiery red hair, Shirley thought she might have been a cardinal in a previous life.
- _____ 6. She had no eyelashes or eyebrows, and Shirley thought she was more foreign than any foreigner she had seen so far.
- _____ 7. The ones that Shirley saw at the store were as big as pancakes.



- _____ 8. At first, Shirley thought Mrs. Rappaport used this to command respect from the class.
- _____ 9. Each one was unlike the next, and not one of them wore a blue uniform.

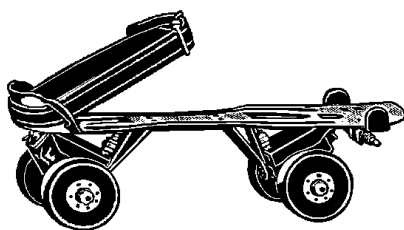
IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

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May

Two Black Eyes and Wispy Whiskers

Pages 69-83



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

- _____ 1. Did Shirley do chores as one way to thank Mrs. Rappaport for giving her extra help after school?
- _____ 2. Was it unusual for Shirley to receive a perfect score in arithmetic?
- _____ 3. Had Shirley learned to return a compliment with a simple "thank you"?
- _____ 4. Did Shirley collide with Mabel on purpose because she thought it was time the others stepped aside for the Chinese?
- _____ 5. When Shirley and Mabel knocked each other to the ground, did all the other ball players run away?
- _____ 6. Were Mabel and Shirley about the same size?
- _____ 7. Did Mabel use words Shirley had never heard before?
- _____ 8. Was Shirley so terrified of Mabel that she was afraid to say anything?
- _____ 9. Was Mabel's attack on Shirley interrupted by a teacher?
- _____ 10. When she arrived home, did Shirley have two black eyes?
- _____ 11. Did Shirley tell Mother and Father exactly what happened in the school yard?
- _____ 12. On the way to the police station with her parents, did Shirley notice that Mabel was following them?

IN THE YEAR OF THE BOAR AND JACKIE ROBINSON

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WHOLE BOOK TEST

Sixth Cousin (Bandit)	Grandmother	Grandfather	Chungking
Mother	The Year of the Boar	Confucianism	drawers
Father	San Francisco	an engineer	cigarettes
Shirley Temple	Brooklyn, New York	Mrs. Rappaport	P.S. 8
China's little ambassador	Mr. P	a hungry ghost	Toscanini
Señora Rodriguez	roller skates	Mabel	Shirley
Jackie Robinson	de Bums	the Dodgers	the Yankees
a sofa bed	the furnace room	Emily	Mrs. O'Reilly
Grand-grand Auntie and Uncle	the Pledge of Allegiance	Fourth Cousin	candy

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. Mother reminded Shirley that, at school, this was what she was.
- _____ 2. It was her suggestion that Shirley should be the sixth grade representative at the Christmas Assembly.
- _____ 3. He was a green bird that Shirley took for a walk.
- _____ 4. At the New Year's celebration in China, he told stories all through the night.
- _____ 5. Father took the junk he found here and turned it into presents for every resident in the building.
- _____ 6. Until she came to America, she had no interest in cooking.
- _____ 7. This person's father was a psychiatrist, and she knew where he kept a book with pictures of naked people in it.
- _____ 8. She sat on an uncomfortable chair and listened to baseball games on the radio.
- _____ 9. Shirley became confused and lost in Brooklyn when she tried to find her way to the store to buy these for her father's guests.
- _____ 10. In China, this person was Shirley's dearest friend.
- _____ 11. Jackie Robinson played on this baseball team.
- _____ 12. At first, when she was being ignored by her classmates, Shirley felt like one of these.
- _____ 13. He called Shirley the sister of a future President.

About Your Teaching Guide

The primary goal in creating the objective tests teaching guides 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