

Table of Contents

	Page(s)
Objective Tests	
One	1-2
Two	3-4
Three	5-6
Four	7-8
Five	9-10
Six	11-12
Seven	13-14
Eight	15-16
Nine	17-18
Ten	19-20
Eleven	21-22
Twelve	23-24
Thirteen	25-26
Fourteen and Fifteen	27-28
Whole Book Test	29-32
Answer Keys	33-35
About Your Teaching Guide	36-37

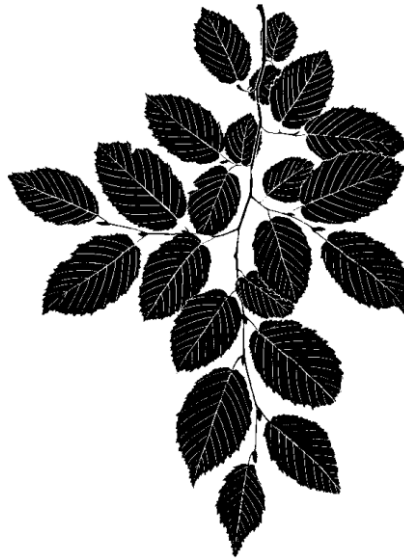
WHERE THE LILIES BLOOM

By Vera and Bill Cleaver

One
Pages 1-13

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

- _____ 1. Sugar Boy and Old Joshua were pet names Mary Call gave to her younger brother and sister.
- _____ 2. Devola was friendly and outgoing toward the stranger.
- _____ 3. Romey was Mary Call's little brother.
- _____ 4. Mary Call loved the mountains in winter when everything was frozen.
- _____ 5. Mary Call was fourteen years old.
- _____ 6. It was Mary Call's opinion that Devola was cloudy-headed.
- _____ 7. Devola and Mary Call gathered witch hazel to use as a spice in their food.



- _____ 8. Devola's father refused to let her marry Kiser Pease.
- _____ 9. Devola liked Kiser Pease's house.
- _____ 10. Mary Call hoped Devola would marry Kiser Pease so the whole Luther family could move into his house.
- _____ 11. Devola didn't like Kiser Pease, but she was willing to marry him to get her father out of debt and gain ownership of the property where her family lived.
- _____ 12. Roy Luther was a sharecropper on Kiser Pease's land.

WHERE THE LILIES BLOOM

By Vera and Bill Cleaver

Two Pages 14-35

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

- _____ 1. In Roy Luther's opinion, all doctors knew was (A) how to cut, (B) how to hand out pills, (C) how to make money.
- _____ 2. After Roy Luther had the attack, (A) he seemed to be calmer than usual, (B) his eyes were no longer alike, (B) he sat on the porch all the time.
- _____ 3. After the attack, Roy Luther (A) asked for herbal tea, (B) could not talk, (C) talked about his dead wife.
- _____ 4. Because his father was sick, Romey (A) refused to do any work, (B) worried all the time, (C) declared himself the head of the family.
- _____ 5. Romey thought there might be something wrong with Kiser Pease because (A) there had been no smoke coming from his chimney in two days, (B) his fields had not been plowed, (C) he hadn't been into town to pick up his mail in a week.
- _____ 6. According to Mary Call, how old was Kiser Pease? (A) thirty-five, (B) almost fifty, (C) almost forty.
- _____ 7. How old was Devola? (A) eighteen, (B) nineteen, (C) twenty.
- _____ 8. Romey and Mary Call worried that, when Roy Luther died, Kiser would (A) take all their land, (B) make them move, (C) run away with Devola.
- _____ 9. Romey and Mary Call ran to Kiser's house to (A) get a ride home, (B) borrow a basket for the lamb's-quarters, (C) escape the rain.



- _____ 10. Kiser's windows and door were (A) wide open, (B) closed and locked, (C) dirty and broken.
- _____ 11. When Mary Call and Romey found him, Kiser was (A) asleep on the couch, (B) sick and delirious, (C) coming back from squirrel hunting.
- _____ 12. Kiser's house was heated by (A) a fireplace, (B) a furnace, (C) a kerosene heater.
- _____ 13. Though he was wrapped in blankets, (A) Kiser's forehead was cooler than normal, (B) Kiser was complaining about the cold, (C) Kiser's teeth were chattering.
- _____ 14. None of the Luthers had a bought (A) toothbrush, (B) bar of soap, (C) bottle of shampoo.

WHERE THE LILIES BLOOM

By Vera and Bill Cleaver

Three

Pages 36-48



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

- _____ 1. Was Roy Luther able to eat the chicken soup Devola made?
- _____ 2. Was the General Store only a mile from the Luther's home?
- _____ 3. Did Kiser come to talk to Mary Call shortly after his bout with pneumonia?
- _____ 4. Did Romey see smoke rising from Kiser's chimney?
- _____ 5. Did the Luthers have several hundred dollars saved in a tin box that they kept on the kitchen shelf?
- _____ 6. Would the Luthers be able to depend on Kiser Pease for help as they had in the past?
- _____ 7. Were there a lot of garden vegetables left for the Luthers to take to market?
- _____ 8. Had the book on wildcrafting belonged to Mary Call's mother?
- _____ 9. Would drug companies buy the medicine plants that grew wild in the forests of Appalachia?
- _____ 10. Did Mary Call stay up all night reading *A Guide to Wildcrafting*?
- _____ 11. Did Kiser Pease come to the Luther's home because he wanted to talk to Mary Call?

About Your Teaching Guide . . .

The primary goal in creating the teaching packs 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 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 Teaching Guides 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