



# **My Side of the Mountain**

by Jean Craighead George

1960 Newbery Honor Book

**Objective Tests Teaching Guide**

by Margaret Whisnant

R-BRUCE HORSFALL  
1965

# ***Objective Tests Teaching Guide***

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for

# **My Side of the Mountain**

By Jean Craighead George

**1960 Newbery Honor Book**



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*IN WHICH I Hole Up in a Snowstorm*

Pages 3-9

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

- \_\_\_\_\_ 1. The cave inside the hemlock tree, where Sam lived, had been worn out over the years by wind, water, and insects.
- \_\_\_\_\_ 2. Inside the tree, Sam had built a fireplace of clay and stones.
- \_\_\_\_\_ 3. Even with the fire, Sam was bitterly cold holed up inside the tree.
- \_\_\_\_\_ 4. Because he had not counted the notches on the aspen pole, Sam didn't know if it was December fourth or fifth.
- \_\_\_\_\_ 5. Sam had not been able to come up with a way to provide light for his tree cave.
- \_\_\_\_\_ 6. Sam had run away from home eight months before to live off the land.
- \_\_\_\_\_ 7. Sam had food stored inside his tree in pockets he had carved himself
- \_\_\_\_\_ 8. The Baron was a wild weasel that lived near Sam's tree.
- \_\_\_\_\_ 9. Protected by the tree, Sam was never afraid during the blizzard.
- \_\_\_\_\_ 10. Sam was able to get out of the tree by poking his head into the snow and standing up.
- \_\_\_\_\_ 11. Sam shared the tree home with Frightful, his trained falcon.
- \_\_\_\_\_ 12. Sam's tree home was located in the Catskill Mountains.
- \_\_\_\_\_ 13. Only several weeks before the snows came, Sam had concentrated on learning how to make a fire and preserve food.
- \_\_\_\_\_ 14. Seeing the first flakes of the snowstorm start to swirl had made Sam want to run back to New York.
- \_\_\_\_\_ 15. The first night Sam spent out in the woods, when he couldn't get a fire started, had been the most frightening of all.

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IN WHICH I Get Started on This Venture  
Pages 9-20

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

- \_\_\_\_\_ 1. When he left New York in May, did Sam have any supplies with him?
- \_\_\_\_\_ 2. Did Sam know everything about using the flint and steel for starting a fire before he went into the Catskills?
- \_\_\_\_\_ 3. Was Sam able to ride the train all the way from New York to the Catskills?
- \_\_\_\_\_ 4. Did Sam tell the truck driver that he was running away?
- \_\_\_\_\_ 5. Did the truck driver tell Sam he would be back in the morning if he wanted a ride home?
- \_\_\_\_\_ 6. Had both Sam's dad and the truck driver run away from home when they were boys?
- \_\_\_\_\_ 7. Did Sam's dad take him seriously when he talked about his plans to run away to Great-grandfather Gribble's land?
- \_\_\_\_\_ 8. Was it Grandfather Gribble who taught Sam to whittle and make a fish hook?
- \_\_\_\_\_ 9. Since it was the month of May, was Sam surprised to find frost in the ground near the rushing spring?
- \_\_\_\_\_ 10. Was Sam depending on fish to keep him alive until he reached Great-grandfather's mountain, where he planned to make traps to catch game?
- \_\_\_\_\_ 11. Did Sam have any idea about where in the stream he would find fish?
- \_\_\_\_\_ 12. Using the hook he had bound together with a piece of green bark, was Sam able to catch a fish on his first try?
- \_\_\_\_\_ 13. Did Sam know that the trout's empty stomach meant that the fish were hungry and would eat anything?
- \_\_\_\_\_ 14. Was Sam able to build a fire to keep himself warm during his first night in the wilderness?
- \_\_\_\_\_ 15. On that first night, did Sam choose the correct spot to build his hemlock shelter?
- \_\_\_\_\_ 16. After crying a little, did Sam sleep soundly most of the first night?
- \_\_\_\_\_ 17. Did Sam think everything would be all right if he were a little nearer the road?
- \_\_\_\_\_ 18. Did Sam tell everything to the old man in the house that he found near his camp and then ask him to cook the fish he had caught?
- \_\_\_\_\_ 19. Did Sam fall asleep in Bill's house in the rocking chair beside the kitchen's wood stove?
- \_\_\_\_\_ 20. Did Bill teach Sam how to build a fire?





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THE MANNER IN WHICH I Find Gribbley's Farm  
IN WHICH I Find Many Useful Plants  
THIS IS ABOUT The Old, Old Tree

Pages 20-35

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

- \_\_\_\_\_ 1. Sam knew he would not return to Bill's house because (A) the old man frightened him a little, (B) he suspected Bill was planning to contact his father, (C) he knew how to make a fire and he could conquer the Catskills.
- \_\_\_\_\_ 2. In Delhi, Sam slept (A) hidden under hay in a barn loft, (B) on the schoolhouse porch, (C) in the home of a boy he had met and befriended on the edge of town.
- \_\_\_\_\_ 3. Not only did Miss Turner, the Delhi librarian believe Sam intended to live on his great-grandfather's farm, she also (A) worked out the roads to it and drew a map, (B) offered to contact his father, (C) promised not to tell anyone she had seen him.
- \_\_\_\_\_ 4. Miss Turner (A) tried to convince Sam that his parents were very worried about him, (B) reminded Sam that they had books on plants and animals if he got stuck, (C) warned him against talking to strangers and accepting rides from them.
- \_\_\_\_\_ 5. The first part of the farm that Sam found was (A) the farmhouse foundation wall, (B) a mound of rotting boards still suitable for building, (C) the stone boundary wall.
- \_\_\_\_\_ 6. Before Sam left home, Dad had kidded him by saying he should (A) tell someone in Delhi if he found the farm in case he wanted to come visit, (B) take plenty of books on wilderness survival, (C) stop eating hamburgers and learn to boil plant roots.
- \_\_\_\_\_ 7. Sam felt that the first fire he built was (A) the hardest, (B) magic, (C) not as comforting as he had hoped.
- \_\_\_\_\_ 8. Sitting by firelight and stuffed on catfish, Sam wrote a note to (A) his father, (B) Great-grandfather's spirit, (C) Bill, the man who taught him to build a fire.
- \_\_\_\_\_ 9. One manual Sam had read said, in order to learn what was edible or nonedible in the forest, one should (A) watch what the birds and animals were eating, (B) carry a reference guide, (C) memorize the appearance of poisonous plants.
- \_\_\_\_\_ 10. Because the fish weren't biting, Sam had to eat (A) bitter wild berries, (B) green hazelnuts, (C) freshwater mussels.
- \_\_\_\_\_ 11. Sam made a sketch of the farm and put X's where the hickory trees were because they would later provide (A) flexible limbs for whittling and building, (B) nuts and salt, which could be taken from their limbs, (C) a point of reference to keep him from getting lost.
- \_\_\_\_\_ 12. When he found the foundation of the house, Sam also discovered (A) two apple trees and three walnut trees, (B) some pieces of iron pipe, (C) several pieces of usable pottery.

# My Side of the Mountain

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## A Brief Account of What I Did About the First Man Who Was After Me IN WHICH I Learn to Season My Food How a Door Came to Me Pages 46-58



the fire warden  
Frightful  
his tree  
smoke from his fire  
earthworms

jesses  
very dry wood  
his bed  
a deer  
venison

clean  
The Baron  
salt  
a tin can

a board  
the poacher  
Sam's fist  
smoking

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. **All** words will be **used at least once**. **Some** words will be used **more than once**.

- \_\_\_\_\_ 1. The straps on a falcon are called this.
- \_\_\_\_\_ 2. Sam thought the fire warden had come to the mountain because the fire plane had spotted this.
- \_\_\_\_\_ 3. He lectured Sam, but his bravery filled Sam with fear and wonder.
- \_\_\_\_\_ 4. Sam wrote on a piece of birch bark that he had grown an inch from eating this.
- \_\_\_\_\_ 5. Although she was young and inexperienced, she knew The Baron was an enemy.
- \_\_\_\_\_ 6. Sam sensed his presence and saw that he was wearing a forester's uniform when he finally spotted him.
- \_\_\_\_\_ 7. To keep his home less noticeable, Sam resolved to keep the area around the tree in this condition.
- \_\_\_\_\_ 8. Sam caught him in his box trap.
- \_\_\_\_\_ 9. While the fire warden was around, Sam did not go to it; but he positioned himself so that he could watch it.



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## Whole Book Test

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

- \_\_\_\_\_ 1. Neither of Sam's parents knew he intended to run away and live on Great-grandfather Gribbley's land in the Catskill Mountains.
- \_\_\_\_\_ 2. Sam was an only child.
- \_\_\_\_\_ 3. Sam's family lived in New York City.
- \_\_\_\_\_ 4. Sam left home in May with a penknife, a ball of cord, an ax, forty dollars, and limited knowledge of how to start a fire using flint and steel.
- \_\_\_\_\_ 5. A truck driver picked up Sam just outside the city and took him all the way to Delhi.
- \_\_\_\_\_ 6. As a boy, Sam's dad had attempted to run away from home by getting on a boat headed for Singapore.
- \_\_\_\_\_ 7. Sam's dad tried to convince him that the Gribbley's loved the sea, not the land.
- \_\_\_\_\_ 8. Sam spent his first night of his adventure sleeping by a roaring fire on a comfortable bed of pine bows.
- \_\_\_\_\_ 9. Miss Turner, the Delhi librarian, drew a map that helped Sam find his great-grandfather's land.
- \_\_\_\_\_ 10. During his journey to the Catskills, Sam never told anyone that he was running away to live in the wilderness.



# About Your Teaching Guide. . . .

The primary goal in creating the 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 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 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 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  
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