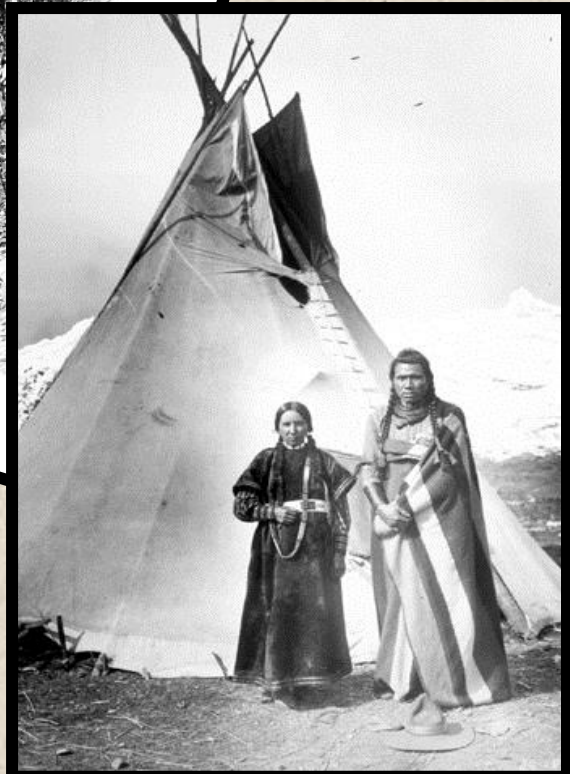
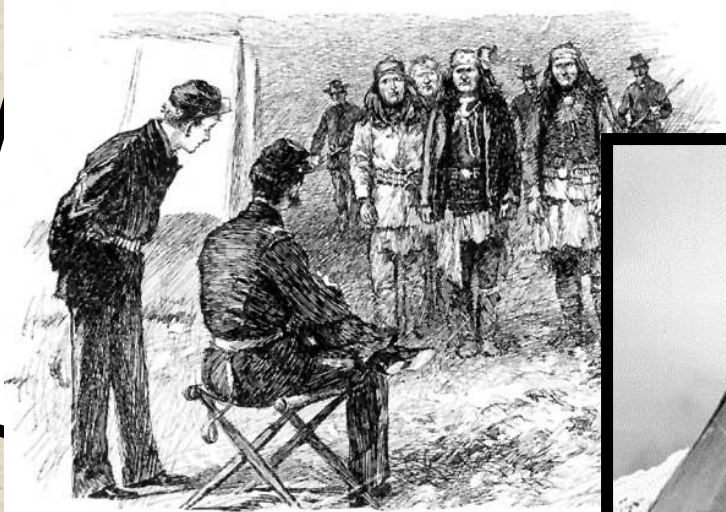
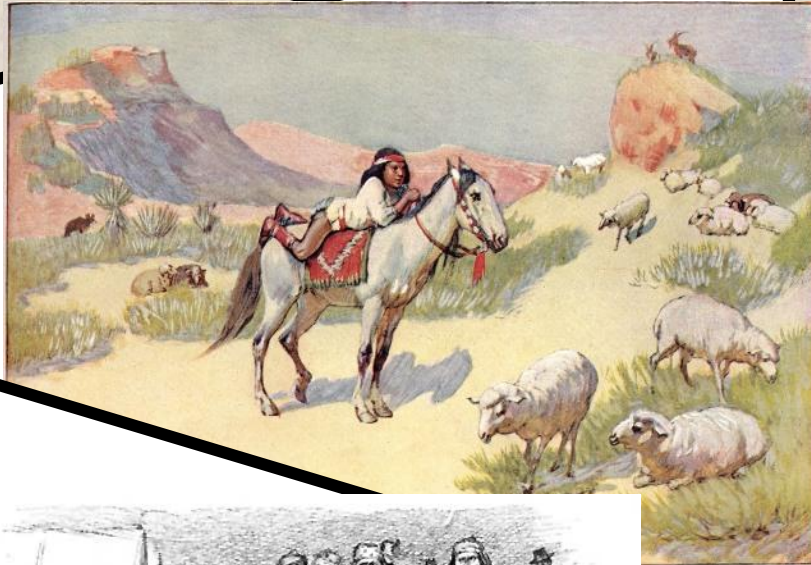


Sing Down the Moon

by Scott O'Dell

1971 Newbery Honor Book



Objective Tests Teaching Guide

by Margaret Whisnant

**Objective Tests
with Answer Keys**

for

Sing Down the Moon

By Scott O'Dell

A 1971 Newbery Honor Book



A Teaching Guide

by Margaret Whisnant

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***A Note to Teachers
from the Author***

Bright Morning, the main character in *SING DOWN THE MOON*, remains nameless until the twenty-first chapter where she reveals her name, but not her secret name, to the white soldier at Fort Sumner. However, for the sake of clarity, I have chosen to use Bright Morning's name in every set of test questions, beginning with the first chapter.

Margaret Whisnant, Author

Table of Contents

Chapter Tests

| | Pages |
|--|--------------|
| Chapter One—Chapter Two | 1-2 |
| Chapter Three—Chapter Four | 3-4 |
| Chapter Five—Chapter Six—chapter Seven | 5-6 |
| Chapter Eight—Chapter Nine | 7-8 |
| Chapter Ten—Chapter Eleven | 9-10 |
| Chapter Twelve—Chapter Thirteen | 11-12 |
| Chapter 14 | 13-14 |
| Chapter Fifteen—Chapter Sixteen | 15-16 |
| Chapter Seventeen—Chapter Eighteen | 17-18 |
| Chapter Nineteen—Chapter Twenty | 19-20 |
| Chapter Twenty-One—Chapter Twenty-two | 21-22 |
| Chapter Twenty-three—Postscript | 23-24 |

Whole Book Test

| | |
|---------------------------|-------|
| Whole Book Test | 25-28 |
|---------------------------|-------|

Answer Keys

| | |
|-----------------------|-------|
| Answer Keys | 29-30 |
|-----------------------|-------|

| | |
|--|-------|
| About Your Teaching Guide | 31-32 |
|--|-------|

SING DOWN THE MOON

By Scott O'Dell

One Pages 1-6
Two Pages 7-11

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

- _____ 1. Spring was late arriving to the high mesas above the canyon where Bright Morning and her people lived.
- _____ 2. Bright Morning heard the waters come while she lay awake in the night
- _____ 3. When the rain came, in one night the peach trees began to bud and the yellow sand was covered with water.
- _____ 4. It was Bright Morning's belief that showing happiness made the gods happy and good luck would follow.
- _____ 5. Bright Morning's brother had been struck and killed by lightning.
- _____ 6. Bright Morning was not looking forward to taking the sheep up the long trail to the mesa.
- _____ 7. The year before, Bright Morning had made the mistake of staying on the mesa as storm clouds gathered.



- _____ 8. When she was ten years old, Bright Morning had seen her dead grandfather walking out of the trees in the snow and calling her name.
- _____ 9. In a moment of fear during a snowfall the previous spring, Bright Morning had gone home, leaving the sheep under the shelter of aspen trees.
- _____ 10. Lapana was ten years older than Bright Morning.
- _____ 11. Bright Morning's parents had not been concerned about her when they saw the storm brewing on the mesa.

SING DOWN THE MOON

By Scott O'Dell

Three Pages 12-18 Four Pages 19-23

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

- _____ 1. Before they left for the west country, the warriors (A) had a great feast, (B) danced, sang, and beat on drums all night, (C) prayed and asked the gods for protection and victory.
- _____ 2. Tall Boy was (A) the largest of the warriors, (B) the leader, (C) the youngest warrior.
- _____ 3. Since the day he killed the brown bear beyond Rainbow Mountain, Tall Boy (A) was the most admired man in the village, (B) led all the hunting expeditions for the tribe, (C) was no longer known as River Boy, the name his father had given him.
- _____ 4. Bright Morning's mother (A) did not like Tall Boy, (B) thought Tall Boy was a fearless leader and would make a good husband, (C) waved good-bye to Tall Boy when he left with the warriors.
- _____ 5. When the ten white soldiers from Fort Defiance rode into the canyon, Bright Morning and Running Bird were (A) picking berries in the aspen grove, (B) building the morning fires, (C) on the mesa with their sheep.
- _____ 6. The summer before, white soldiers had (A) burned part of the village, (B) stolen most of the sheep, (C) threatened to burn the village if Bright Morning's people did not keep the peace.
- _____ 7. Tall Boy and the warriors had gone to (A) raid their enemies, the Utes, (B) hunt buffalo, (C) attack Fort Defiance and bring back the stolen sheep.
- _____ 8. Because of the sharp-looking knives on the ends of their rifles, Bright Morning's people called the white soldiers (A) Sharp Rifles, (B) Long Knives, (C) White Knives.
- _____ 9. The white soldier told Old Bear that, if the warriors had gone on a raid, then he would (A) burn the village and kill everyone including the women, children, and sheep, (B) move the whole village to another location, (C) take the women and children to live in the fort and leave the men to look after the crops and the sheep.
- _____ 10. Old Bear promised to keep the peace unless (A) the soldiers killed all the game in the area, (B) the village was attacked by Utes, Spaniards, or other enemies, (C) the white soldiers broke their word not to harm the women and children in the village.
- _____ 11. The night after the visit from the white soldiers, all the hogans in the village were (A) busy with talk of the threat from the soldiers, (B) without fire or food in honor of their warriors, (C) quiet.
- _____ 12. Bright Morning's sheep were marked by (A) a red circle on each ear, (B) a black dot on their backs, (C) a square clay bell worn around their necks.
- _____ 13. Bright Morning's mother (A) praised her for the work she did with the sheep, (B) gave her ten sheep, (C) encouraged her not to think about the danger Tall Boy might be facing.

SING DOWN THE MOON

By Scott O'Dell

Five Pages 24-26

Six Pages 27-30 Seven Pages 31-37

the Spaniards

the old Indian woman in the hut

the Señora in the house

dog meat

Tall Boy

leather thongs

a Navaho wolf

the North Star

Bright Morning

pigeon-toed

food

night

daytime

Rosita

her black dog

Running Bird

the Apaches

the Nez Percé

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 Spaniards did not kill him because they thought Bright Morning would be happier with him around.
- _____ 2. The Spaniards stopped to sleep during this time.
- _____ 3. In the house, she told the Indian girl who spoke Navaho that she was not hungry, although she had eaten little for five days.
- _____ 4. Occasionally they stopped what they were doing to listen for the sound of hoofs, not knowing that the tribe's young warriors were away.
- _____ 5. Like Bright Morning, she had been surly and unhappy when the Spaniards brought her to the house two years before.
- _____ 6. Bright morning and Running Bird thought the one they saw might be a witch intending to do harm.
- _____ 7. Once they had been blood brothers of the Navaho.
- _____ 8. She bought Bright Morning from the Spaniard.
- _____ 9. The unhappy Indian girl Bright Morning saw sweeping the earth had the mark of this tribe on her cheeks.
- _____ 10. She was fifteen years old.
- _____ 11. At night, the Spaniards used these to tie the girls' hands and feet so they could not stand or crawl.
- _____ 12. The Señora complained that Bright Morning walked this way.
- _____ 13. She assured Bright Morning she would be happy in the house where the woman was kind and the work wasn't hard.
- _____ 14. Bright Morning knew the Spaniards were taking them south because this was behind them.
- _____ 15. She wanted an Indian girl who could meet guests at the door and wait on table.

SING DOWN THE MOON

By Scott O'Dell

Eight **Pages 38-42**
Nine **Pages 43-49**

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

- _____ 1. Did the white woman take Bright Morning to the store and buy dresses and a pair of red shoes for her?
- _____ 2. Did Bright Morning plan to run away with Running Bird when the next full moon came?
- _____ 3. When Bright Morning began working for the Señora, did she know where Running Bird was?
- _____ 4. Was it the Nez Percé girl who warned Bright Morning not to trust Rosita?
- _____ 5. Did Rosita find out where Running Bird was and tell Bright Morning?
- _____ 6. Did Bright Morning spend the afternoon before the Señora's party peeling chili peppers?
- _____ 7. When she came to the Señora's house to help prepare for the party, was the Nez Percé girl friendly toward Bright Morning?
- _____ 8. Did Bright Morning smile, as the Señora had told her, when she served food to the Long Knives at the party?
- _____ 9. According to Rosita, had Nehane, the Nez Percé girl, run away last year, been caught, and beaten with a long leather whip as punishment?
- _____ 10. Did Rosita warn Bright Morning she would be punished if the Señora caught her talking to Nehana?
- _____ 11. Because of the food, the clothes, the soft bed, and the big room, was Rosita happy with her life as a slave?
- _____ 12. Did Nehana say anything to Bright Morning before she left the house?
- _____ 13. Did Bright Morning listen with interest to the story Rosita told about the Easter celebration and Jesús Cristo?
- _____ 14. When Bright Morning fell and got dirt on her velveteen dress and scuffed her red button shoes, was the Señora concerned that she might be injured?
- _____ 15. Was Bright Morning sure, when Nehana held up one finger, that it meant she wanted her to come back to the church the following night?
- _____ 16. Did Bright Morning slip away to her room early without Rosita or the Señora knowing where she was?
- _____ 17. Even though the adobe wall that surrounded the house was covered with pieces of broken glass, were Bright Morning and her black dog able to climb over it by using a blanket?
- _____ 18. At the church, did Bright Morning find both Nehana and Running Bird waiting for her?

SING DOWN THE MOON

By Scott O'Dell

WHOLE BOOK TEST



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

- _____ 1. Bright Morning and her people were (A) Utes, (B) Cheyenne, (C) Navahos.
- _____ 2. In Bright Morning's tribe, the sheep were owned by (A) the strongest warriors, (B) the women, (C) everyone in the group.
- _____ 3. The first year she was given responsibility for the sheep, Bright Morning (A) took great care of them all summer, (B) was always accompanied by her older sister, (C) abandoned them in fright during a snow storm.
- _____ 4. Bright Morning's tribe lived (A) in a canyon, (B) on a hidden mesa, (C) in a region of forests and green meadows.
- _____ 5. Which of the following was **not** true of Tall Boy? He (A) wanted to marry Bright Morning, (B) was well-liked by Bright Morning's mother, (C) was the leader of the warriors.
- _____ 6. Tall Boy changed his name from River Boy after he (A) killed a bear, (B) led a raiding party against the Utes, (C) killed a white soldier.
- _____ 7. Bright Morning's people called the white soldiers Long Knives because (A) they carried large swords, (B) they wore knives on their belts, (C) of the sharp knives they fastened on the ends of their rifles.
- _____ 8. If Bright Morning's people broke the peace, the white soldiers would (A) take all the warriors as prisoners, (B) take the women of the tribe to Mexico and sell them as slaves, (C) burn the village and kill all the people and the animals.

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 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