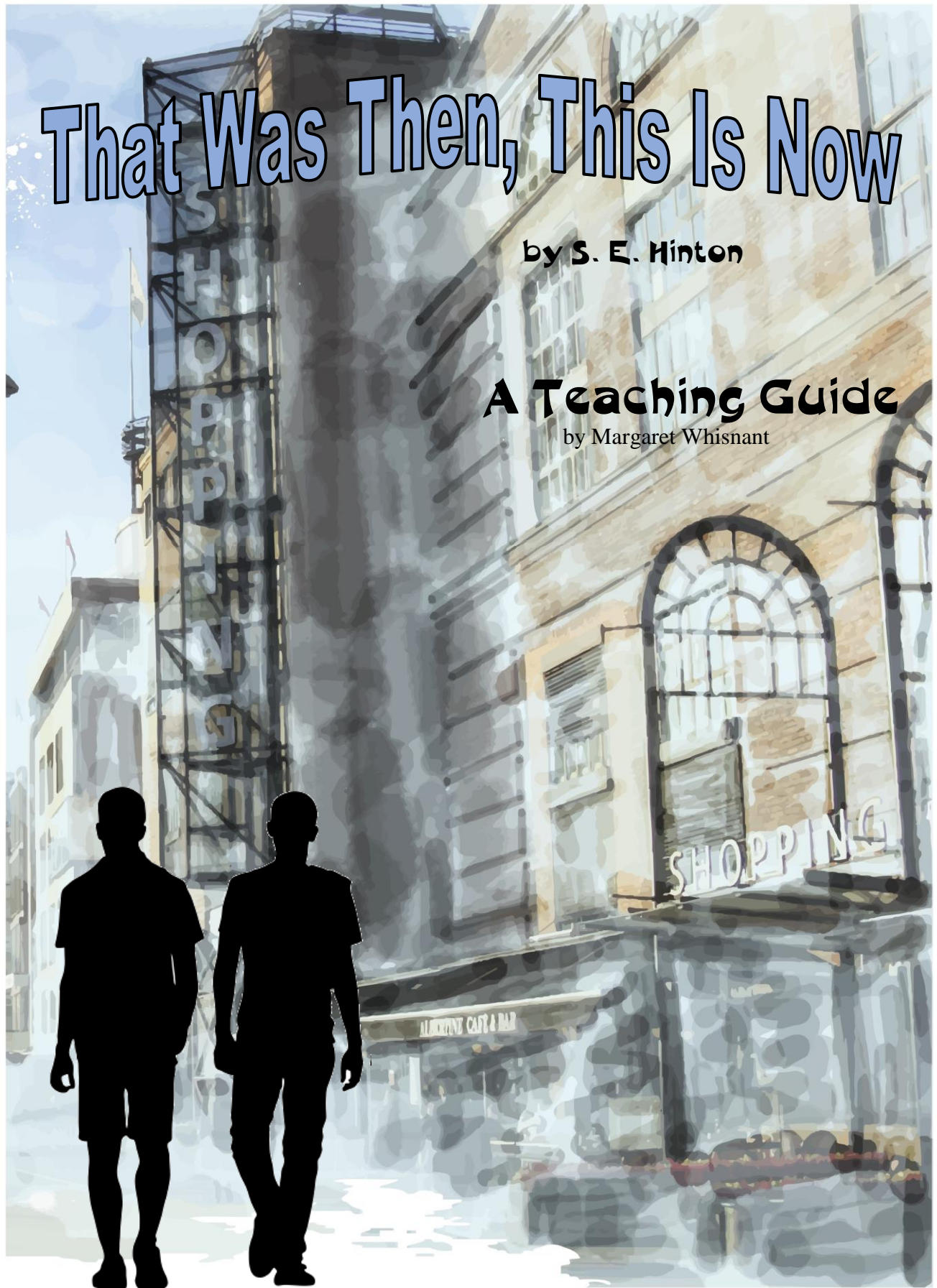


That Was Then, This Is Now

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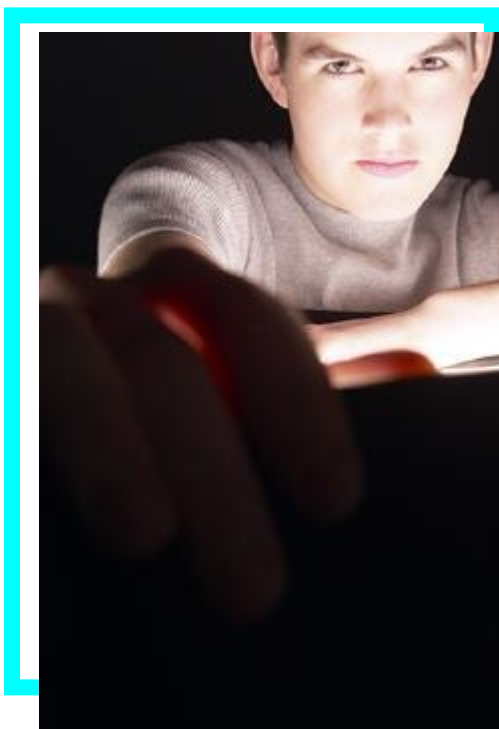
A Teaching Guide

by Margaret Whisnant



That Was Then, This Is Now

By S.E. Hinton



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with

Objective Tests Thinking and Writing Prompts and Answer Keys

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Something to Write About. . .

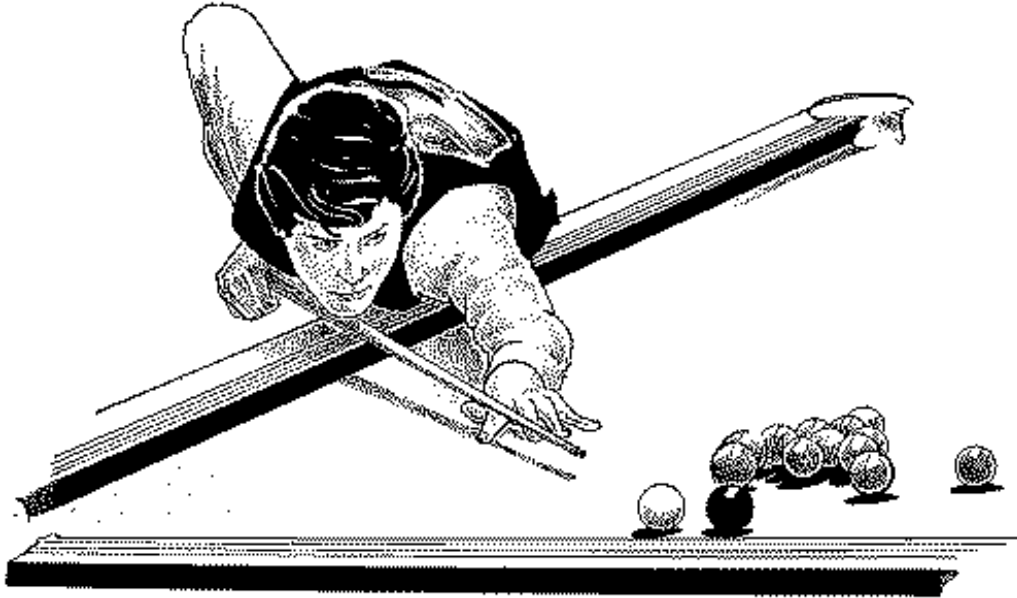
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1 Pages 9-24



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

- _____ 1. Bryon and Mark went to the pool hall to make money by (A) hustling pool games, (B) playing cards, (C) working as bar tenders.
- _____ 2. It was illegal for Bryon to be in the pool hall because (A) the police had banned him, (B) there was an adjoining bar and he was only sixteen years old, (C) the bartender knew he was under age.
- _____ 3. Charlie was the older brother of (A) a guy Bryon used to be friends with, (B) a girl Bryon used to like, (C) Mark's best friend from elementary school.
- _____ 4. Charlie complained because Bryon (A) could cause him trouble by being in the bar, (B) owed three dollars for Cokes, (C) was drinking a beer.
- _____ 5. Charlie warned Bryon and Mark that they (A) had no more credit at the bar, (B) were going to get in real bad trouble hustling, (C) were being watched by the cops.
- _____ 6. Which of the following was **not** true of Mark? (A) He had a gift for getting away with things and talking people into anything. (B) If he said he would have three dollars by tomorrow, he'd have it. (C) He would lie to people for no reason.
- _____ 7. Bryon knew that Charlie was serious about (A) beating them for the money they owed, (B) calling the cops if they didn't pay their bar tab, (C) refusing to allow them back in the pool hall.
- _____ 8. Charlie described M & M as (A) a hood that didn't belong in his part of town, (B) a lost hippie, (C) the true flower child.
- _____ 9. Mark had lived at Bryon's house since he was nine when his parents had (A) been killed in an automobile accident, (B) shot and killed each other in a drunken argument, (C) been sent to prison for armed robbery.

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2

Pages 25-42



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

- _____ 1. Bryon's mother was in the hospital after a costly operation, and it had left the family short of money.
- _____ 2. Bryon was concerned about the fact that Mark had been stealing things since he was six years old.
- _____ 3. Being a thief was a game for Mark, and he didn't see anything wrong with stealing stuff.
- _____ 4. After the hippie that they beat up refused to fight back, Bryon and Mark jumped others like him and took their money whenever they could.
- _____ 5. The hippie who gave Bryon and Mark a ride to the hospital talked about the old house they rented where everybody lived in peace and good will.
- _____ 6. At least two neighborhood ladies a day had visited Bryon's mom, and they had also brought food.
- _____ 7. Though he was slight and slender, Mark was much stronger than he looked.
- _____ 8. Bryon's mother asked him to go talk to the kid across the hall because nobody had visited him.
- _____ 9. Mark refused to go visit the sick kid even though he promised Bryon's mother that he would.
- _____ 10. When he was thirteen, Bryon had been beaten up by two cops who picked him up one night when he had been drinking.
- _____ 11. Bryon immediately recognized the cute girl working in the hospital snack bar as M&M's older sister.

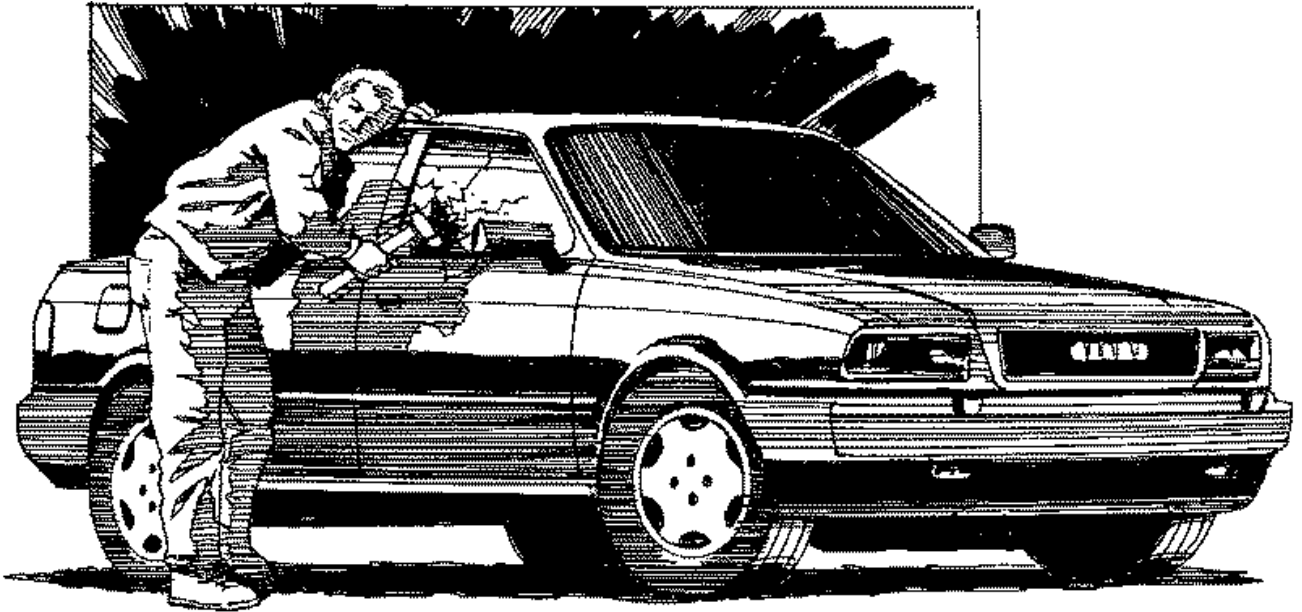
That Was Then, This Is Now

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4 Pages 65-75

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

- _____ 1. Was the doctor concerned that Mark wasn't feeling any better the day after his injury?
- _____ 2. Had Charlie gotten his draft notice?
- _____ 3. Was Mark a good reader?
- _____ 4. When they were little, did Bryon read books to Mark?
- _____ 5. Did Bryon still get uptight and look forward to a gang fight the same as always?
- _____ 6. When they got in trouble with the police, did Bryon and Mark always have a get-away car thanks to Mark's hot-wiring abilities?

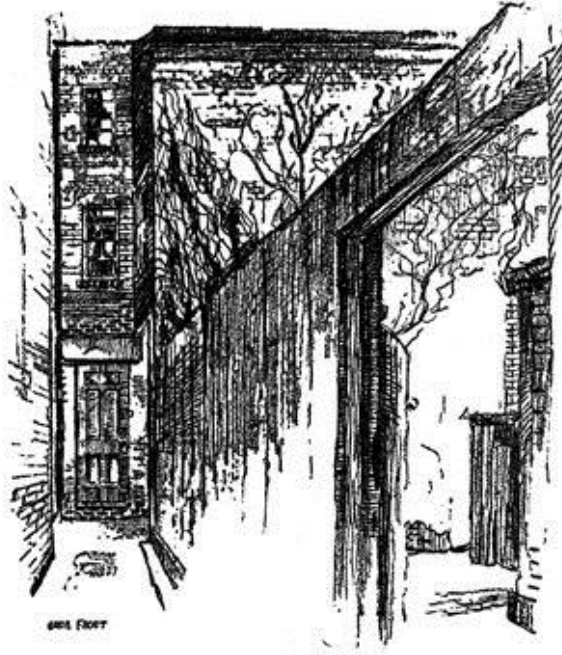


- _____ 7. Had Bryon been present when Mark was caught drag racing on the expressway with a stolen car?
- _____ 8. During the days of poker games, pool hustling, and changes in the groups of people they were with, had Mark always been the hub of the circle with Bryon by his side?
- _____ 9. Looking back on their lives, did Bryon and Mark agree that they had experienced nothing but bad times and dangerous situations?
- _____ 10. Did the boys sense that their old lives were coming to an end because something else was beginning?

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5 Pages 76-88



Bryon's mom
M&M
the alley

Mike
Cathy
Angela

Charlie
hustling pool
Charlie's car

honesty
Mark
Bryon

Ponyboy Curtis
the Texans
be careful

From the list above choose the word, name, or phrase that matches each of the clues below. **All** answers will be used **at least once**. **Some** answers will be **used** more than once. Write the answers in the blank.

- _____ 1. After they left Charlie's bar, Dirty Dave and his partner cornered Bryon and Mark here.
- _____ 2. Bryon made twenty-five dollars and fifty cents from two out-of-towners by doing this.
- _____ 3. Before Bryon and Mark went into the pool hall, Charlie asked them if it would do any good to tell them to do this.
- _____ 4. This person was changing, but Mark wasn't.
- _____ 5. She got married to one of her brother's friends.
- _____ 6. He grabbed Charlie's sawed-off shotgun and began firing at the Texans.
- _____ 7. She did not get hysterical when Bryon and Mark came home clobbered, and she didn't know about some of the stuff the two of them did.

That Was Then, This Is Now

By S. E. Hinton

Whole Book Test



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

- _____ 1. At the age of nine, Mark came to live with Bryon and his mother because (A) his parents had been killed in a car crash, (B) he had run away from the orphanage where he had been living for several years, (C) his parents shot and killed each other in a drunken argument.
- _____ 2. Mark and Bryon (A) got along, but didn't spent a lot of time together, (B) were best friends and loved each other like brothers, (C) managed to stay out of trouble even though they lived in a rough neighborhood.
- _____ 3. Bryon and Mark went to Charlie's place to (A) make money hustling pool games, (B) make a few bucks helping Charlie clean up, (C) hustle free drinks from Charlie.
- _____ 4. It was illegal for Bryon to be in the pool hall because he (A) was on probation for stealing a car, (B) there was an adjoining bar and he was only sixteen, (C) Mark, who was underage, always followed him.
- _____ 5. Many times Charlie warned Bryon and Mark that (A) he would do them harm if they didn't pay their tab, (B) the police would close his place if they found minors hanging around, (C) they were going to get in real bad trouble with their hustling.
- _____ 6. Which of the following was **not** true of Mark? He (A) would lie to people for no reason, (B) had a gift for getting away with things and talking people into anything, (C) knew how to hot wire cars and get money.
- _____ 7. Which of the following was **not** true of Bryon? He (A) treated girls badly, (B) lied if he thought he could get away with it, (C) refused to have anything to do with Mark's habit of hot-wiring and stealing cars.
- _____ 8. Which of the following was **not** true of M&M? He (A) wore an old Army jacket and a metal peace symbol hanging around his neck, (B) was smart and the nonviolent type, (C) was embarrassed by the fact that all his little brothers and sisters hung all over him.
- _____ 9. M&M (A) didn't mind that he was paid only 50¢ to baby sit his younger brothers and sisters, (B) didn't want to have a large family when he grew up, (C) was well known for his ability to fight.
- _____ 10. Both Bryon and Mark (A) liked to fight, (B) tried to stay away from Curly Shepard and his gang, (C) had managed to stay out of trouble with the police.
- _____ 11. Bryon's mother was in the hospital because she (A) had been beaten by a mugger, (B) had had a costly operation, (C) had fallen and broken her leg.

That Was Then, This Is Now

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Something to Think About. . .
Something to Write About

Chapter 1

Make three columns with the headings **Bryon**, **Mark**, and **M&M**. Write each of the following facts from the first chapter in the correct column. Some of the items can be listed in **more than one** column.

made money by hustling pool
sixteen years old
liked to fight
fifteen years old
had a large family
thirteen years old
dressed like a hippie
hot-wired cars
enjoyed baby-sitting for his family
picked pockets
had lots of girlfriends but treated them badly
smoked
cried and ran at the suggestion of jumping
a man because he was different
lived with Bryon
serious, but awful nice

saved their friend from an attack
parents shot each other in a drunken
argument
the nonviolent type
didn't mind lying
smart
could talk people into anything
big with dark hair and eyes
small, compact, golden eyes and hair to
match
lived in a bad area
suggested they jump a man standing
at an intersection
loved Mark like a brother
tried to negotiate when he was jumped
wore a peace symbol

Use the organized facts to answer the following questions:

- At this point, which character do you think is **most likely** to be involved with the police? What proof can you offer to support your opinion?
- What events do the items in Bryon's column predict for him? Will he have difficulties with the law? Is he more apt to experience problems with people in his neighborhood than with the police? Explain your choice.
- Which character seems **least likely** to encounter difficulties with the law or other people?
- What clues led you to this conclusion?
- How does each of the three characters prove that he is smart? How is each one using his intelligence in a different way?
- Does it seem that one of the boys is able to influence the other two, or do all three of them seem to be an independent thinker and doer? Explain your answer.
- Which character do you think has had the **most difficult** past? Why?
- Which of the three boys do you believe had the **most stable** home life? How did you reach your conclusion?
- Speculate as to how each character probably rates as a student. Use the categorized information to support your answer.
- Explain how each boy demonstrates that he possesses the ability to care about someone else.

Whole Book Activities

When Bryon's mom was in the hospital, money got tight. Mark promised Bryon that he was going to start bringing in some money. He wasn't going to sponge forever.

Bryon had wanted to tell Mark that he was loved and wanted. Mark was his brother. Mark made the three of them seem more like a family. But Bryon had never been able to tell people that he loved them. Later he wished that he had told Mark how much he meant to them.

- Do you think it would have made a difference if Bryon and his mom had been able to tell Mark exactly how they felt about him? Why or why not?
 - In your opinion, did Mark get into trouble because he wanted to help Bryon and his mom or because he wanted to help himself? Explain your position.
-

From the list below, choose the **three** words that you think *best* apply to Angela. Use events from the story or conversations to support your choices. Include the words' definitions as part of your answer.

<i>pathetic</i>	<i>self-centered</i>	<i>lonely</i>	<i>unhappy</i>	<i>insensitive</i>
<i>manipulative</i>	<i>sad</i>	<i>envious</i>	<i>conniving</i>	<i>pitiful</i>
<i>poignant</i>	<i>deprived</i>	<i>victimized</i>	<i>dangerous</i>	<i>callous</i>
<i>misguided</i>	<i>immature</i>	<i>deserving</i>	<i>desperate</i>	<i>abused</i>

From the list below, choose the **three** words that you think **best** describe Cathy. Use events and conversations from the story to support your choices. Include the meanings of the words in your explanation.

<i>confident</i>	<i>mature</i>	<i>intelligent</i>	<i>naïve</i>	<i>vulnerable</i>
<i>nurturing</i>	<i>resilient</i>	<i>sympathetic</i>	<i>dependable</i>	<i>consistent</i>
<i>independent</i>	<i>honest</i>	<i>diplomatic</i>	<i>tolerant</i>	<i>predictable</i>
<i>dependable</i>	<i>trustworthy</i>	<i>open-minded</i>	<i>honorable</i>	<i>optimistic</i>

How were Mark and Angela alike? How were their backgrounds/family situations similar? Give specific examples from the story. Which of the two characters do you think has the *better* chance for a good life? Explain your answer.

What is your opinion of Bryon's mother? Was she a good parent? Was she overwhelmed with the situation she created for herself and her son? Did she do her best?

About Your Teaching Guide

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to **Summarize**: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from ***Something to Think About, Something to Write About***, is a smorgasbord of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that tantalize the reader with hints of future events also appear as question. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

Something to Think About. . .

Something to Write About. . .

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom's Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack's primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for activities to optimize student understanding and interest. Armed with a firm grasp of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel.

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages offer a variety of culminating possibilities.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of this component. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Something to Think About/Something to Write About includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a word or a group of words to describe a character's personality or behavior. The following example is from ***Because of Winn-Dixie***.

Opal comforted Winn-Dixie during thunderstorms, holding on to him tight so that he wouldn't run away. She decided that the best way to comfort Gloria was to read a book to her, loud enough to keep the ghosts away.

From the list of words below, all of which can correctly describe Opal's behavior, which **two** do you think are the best? Cite facts from the story and the words' definitions to support your choices.

<i>empathetic</i>	<i>compassionate</i>	<i>nurturing</i>	<i>warmhearted</i>
<i>sympathetic</i>	<i>loving</i>	<i>devoted</i>	<i>benevolent</i>
<i>unselfish</i>	<i>generous</i>	<i>thoughtful</i>	<i>considerate</i>

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have varying strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words or choose words for individual students. Another option is to divide the class into groups and offer a specific set of words to each group.

Other possible items in this section challenge students to . . .

*create drawings, diagrams, photos, maps,
form opinions and theories
cite "evidence" from the story to support their
explanations and opinions
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events*

*make predictions
understand point of view
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)*

Note: Inclusion of activities will vary with each novel title.

Options and more options. . .

Something to Think About, Something to Write About is purposely jam-packed to give teachers **pick-and-choose options** for

*individualizing assignments
group work
whole class activities
capitalizing on student interest*

*homework
short-term and long-term projects
differentiating assignments for two or more classes*

Final Note

The Teaching Packs 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