



**Prestwick
PowerPacks™**

Practical Activities for Comprehension and Key Skills

The Witch of Blackbird Pond

by Elizabeth George Speare

Written by Michelle Aeilts

Edited by Mary Beardsley

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How To Use This Resource

Prestwick PowerPacks are designed with your convenience in mind. Each Pack consists of three parts: introductory pages, activity pages, and appendices. The introductory pages include literary terms and notes about any sensitive material contained in the novel. The activity pages are conveniently organized so that instructional notes and suggested answers are on the **Teacher's Page** on the **left-hand side**, followed by the **Student's Page** on the **right**. This format enables you to work with your students without having to flip back and forth to locate answer keys and suggestions. Any appendices appearing in the back of the book are intended to help you organize your students for the activities.

Note to Teacher

The Witch of Blackbird Pond introduces readers to Kit Tyler, an orphaned girl who must travel from her home on the island of Barbados in the Caribbean Sea to live with her aunt and uncle in Wethersfield, Connecticut. As Kit faces the challenges of understanding the differences between the new Puritan culture of America in which she finds herself, the reader is engrossed in Elizabeth George Speare's realistic and historically accurate portrayal of life in the colonists' America during the 1600s.

While no single event in the novel invites caution, one of the characters in the novel is accused of practicing witchcraft. In order to give students a prospective about witchcraft in the 1600s, invite students to investigate the Salem Witch Trials before reading the novel. Speare also alludes to child abuse, as Prudence, a young girl Kit befriends, is often dirty and hungry. The novel does not specifically describe Prudence's abuse, but describes the effects of a parent's willing neglect of his or her child. The descriptions of Prudence induce empathy for Prudence and should be adequately addressed through a class discussion about what could be happening with Prudence outside of the narrator's description.

The Witch of Blackbird Pond lends itself well to both thematic units and cross-curricular activities. Because the novel examines tolerance, independence, survival, loyalty, and justice, there are several novels available to compose a thematic unit, including the following age-appropriate titles:

- *The Light in the Forest* by Conrad Richter
- *The Sign of the Beaver* by Elizabeth George Speare
- *The True Confessions of Charlotte Doyle* by Avi
- *A Jar of Dreams* by Yoshiko Uchida
- *An Island Like You: Stories of the Barrio* by Judith Ortiz Cofer

If you are in a self-contained classroom, or if you are looking for cross-curricular activities, *The Witch of Blackbird Pond* allows for several social studies and science units about:

- Barbados
- Early America/Colonial New England
- Ships
- Trans-continental travel
- The Salem Witch Trials
- Puritans and Pilgrims
- Quakers

While Prestwick House materials typically contain only activities requiring no additional research or outside sources, we have included a **RESEARCH PROJECT** to help you meet your state standards.

We have also included several group activities in this resource. You may find it helpful to establish working groups and provide each with a folder to keep group work organized, as well as a designated location for the storage of the folders. This will help the groups keep their work together and reduce the risk of lost papers.

All references come from the Laurel-Leaf Newbery edition of *The Witch of Blackbird Pond*, published in 1993.

Literary Terms

Characterization - the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

Conflict - the struggle that moves the action forward in a work of literature. There are three types of conflict, and most books include all three: *man versus man* (**Example:** a typical Western, in which the sheriff confronts the outlaw); *man versus nature* (**Example:** a story about someone surviving in a small boat on the ocean); *man versus himself* (**Example:** a character in a story fighting his or her own drug abuse). Some authorities consider *man versus society* a fourth category of conflict (**Example:** a character in a book fighting against the Nazis).

Dynamic Characters - people in the book that evolve, change, or surprise the reader. **Example:** Helen Keller in *The Miracle Worker*.

Figurative Language - words and phrases that have meanings different from their usual ones in order to create a poetic and/or literary effect. **Examples:** Love certainly has its own seasons; crumbling cities made of matches.

Inference - the act of drawing a conclusion that is not actually stated by the author. **Example:** In *The Pigman*, John and Lorraine are writing a “memorial epic” about Mr. Pignati. Therefore, the reader may logically assume that Mr. Pignati dies in the book.

Metaphor - a comparison of two things that are basically dissimilar in which one is described in terms of the other. **Example:** The moon, a haunting lantern, shone through the clouds.

Personification - a figure of speech in which an object, abstract idea, or animal is given human characteristics. **Examples:** The wall did its best to keep out the invaders.

“Because I could not stop for Death,
He kindly stopped for me.”
—Emily Dickinson

Plot - the pattern of events in a literary work; what happens.

Point of View - the position or vantage point, determined by the author, from which the story seems to come to the reader. The two most common points of view are First-person and Third-person. **Examples:** First-person point of view occurs in *The Adventures of Huckleberry Finn*; the reader receives all information through Huck’s eyes. An example of third-person point of view is Dickens’ *Hard Times*, in which the narrator is not a character in the book.

Simile - a comparison between two different things using either *like* or *as*. **Examples:** I am as hungry as a horse. The huge trees broke like twigs during the hurricane.

Symbol - an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. **Example:** The sea could be symbolic for “the unknown.” Since the sea is something that is physical and can be seen by the reader, and also has elements that cannot be understood, it can be used symbolically to stand for the abstraction of “mystery,” “obscurity,” or “the unknown.”

Teacher's Page

The Witch of Blackbird Pond

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Activity I: Connecting with Literature/Personal Choices

Pre-Reading

Objectives: *Using personal experience and prior knowledge to interpret, respond to, and appreciate the cultural characteristics and values that will be demonstrated in the novel*
 Establishing a purpose for reading
 Connecting with literary material by comparing thematic ideas to personal experience, real-life situations, and prior knowledge

Part 1

Kit Tyler, the main character in *The Witch of Blackbird Pond*, is forced by the death of her grandfather to leave her home on Barbados Island in the Caribbean and travel across the Atlantic Ocean to live with her aunt and uncle in Wethersfield, Connecticut. Kit is moving to a society in which the choices that she makes are restricted by religious and societal beliefs, beliefs that were not as prevalent in Barbados.

Individually, brainstorm the types of choices that you have in society today. Consider the choices that you have at school, at home, in your community, and in America. You might want to consider the way you dress; when, where, and what you eat; how you behave; your education; and your future.

Part 2

When you are finished, with two or three other students, compare your lists. Create a master list by combining all of the examples that your group has produced on the following **PERSONAL CHOICES CHART**. For each choice that you have brainstormed, answer the questions on the chart. The first one has been done for you as an example.

Part 3

After you have completed the chart, think about a time when you have made a personal choice. In a one-page journal response, discuss the choice that you made and what influenced your choice. Also, discuss what would have happened had you made a different choice. Would your actions have hurt anyone? Would there have been consequences for the choice that you made? Be sure to use complete sentences and follow proper paragraph structure.

Note to Teacher: Answers will vary. Allow the students five to ten minutes to complete the chart on their own, and then monitor the amount of time the students will need to work in their groups. After students complete their charts, appoint a spokesperson for each group to share the choices the students developed. The choices should be listed on the board in order to allow all students to benefit from the brainstorming of other groups. Some class time should be allotted for discussion of the restrictions that are placed on the choices that we make and why. This is also an appropriate time to preview the theme of "freedom to choose," as several of the conflicts in the novel are based on the freedoms given to and restrictions placed upon the characters.

The journal responses can be collected at the end of the period, or you may choose to let the students work on them at home to be turned in the following day.

Name: _____

Date: _____

Activity I: Connecting with Literature/Personal Choices**Pre-Reading****Part 1**

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Teacher's Page

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PERSONAL CHOICES CHART

Choice	Restrictions--What and By Whom?	Restrictions--Why and For Whom?	Consequences
To value life by not harming selves or others	Laws prohibit people from causing harm to one another. Community, state, and federal governments create laws.	The restrictions are in place to benefit all and provide a safe environment.	Consequences of violation include condemnation and scorn by family, community, and government; and imprisonment.
To study and get good grades	We can choose to study and get good grades according to what our parents and teachers expect of us.	Our parents may expect us to study and do well in school in order to go to college. They place those restrictions on us in order for us to have a better future.	If we choose not to study, we may be punished by our parents. We may be ineligible for extra-curricular activities, and we may not be able to go to college and have a successful future.
To practice proper grooming when we wake up each morning.	Restrictions might include the home in which we live, the availability of clean water, clean clothes, and grooming materials; and the amount of time we have. These are placed upon us by ourselves and by what our parents are able to provide.	Some of these restrictions are involuntary. We are not always able to control what our parents can provide. Society expects us to be clean and properly groomed in order to be a functioning member. Our classmates also expect us to be respectful and not come to school dirty and malodorous.	If we choose not to practice proper grooming, we may lose our friends because they find us "gross." Some people in the community might not treat us very well because they think that we do not take care of ourselves.

Name: _____

Date: _____

PERSONAL CHOICES CHART

Choice	Restrictions--What and By Whom?	Restrictions--Why and For Whom?	Consequences
To value life by not harming selves or others	Laws prohibit people from causing harm to one another. Community, state, and federal governments create laws.	The restrictions are in place to benefit all and provide a safe environment.	Consequences of violation include condemnation and scorn by family, community, and government; and imprisonment.

Teacher's Page

The Witch of Blackbird Pond

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Activity I: Vocabulary

Chapter 1

Objectives: Defining nautical terminology using context clues or a dictionary

The Witch of Blackbird Pond begins on a ship sailing from Barbados to America. Because transportation and commerce were conducted mainly by sea in the 17th century, much of the terminology that you will encounter in the beginning chapters of the novel will be nautical. In order to get a better picture of what is happening in the story, you should define those nautical terms that you do not know, and then you will label several of them on the following illustration of “the brigantine *Dolphin*.” (Pg. 7)

The following vocabulary list contains nautical words that are used to describe the setting at the beginning of the novel. Use context clues or the dictionary to define the terms and then label the parts on the following illustration of the *Dolphin*. Once you have defined and labeled the terms, you may want to refer to the illustration as you continue to read the novel.

1. **brigantine:** a 2-masted sailing ship
(Pg. 7)
2. **forecastle deck:** the upper deck in the front part of the ship
(Pg. 7)
3. **rigging:** the ropes used to put other ropes in their proper places
(Pg. 7)
4. **deadlights:** window-shutters used in very bad weather
(Pg. 9)
5. **topsails:** the sail above the lowermost sail on the mast
(Pg. 9)
6. **capstan:** a large peg-shaped, rotating apparatus used for pulling up the anchor or other heavy objects
(Pg. 9)
7. **quarterdeck:** the stern, or rear, area of a ship's upper deck
(Pg. 9)
8. **longboat:** a large oared boat usually carried by a merchant sailing ship used for getting to shore where the water is too shallow for the ship
(Pg. 9)
9. **hull:** the body of the ship
(Pg. 11)
10. **prow:** the bow of a ship
(Pg. 11)
11. **hawser:** a line or rope used to moor or tow a ship
(Pg. 11)
12. **aft :** behind; or near the stern of the ship
(Pg. 12)
13. **mooring:** securing a ship in place using chains or cables, which are either fastened to a dock, the shore, or anchors
(Pg. 12)
14. **hatchway:** an opening in the deck of a ship that leads to the hold
(Pg. 21)
15. **hold:** the space between the lower deck and the bottom of a ship where cargo is stored
(Pg. 25)

Name: _____

Date: _____

Activity I: Vocabulary

Chapter 1

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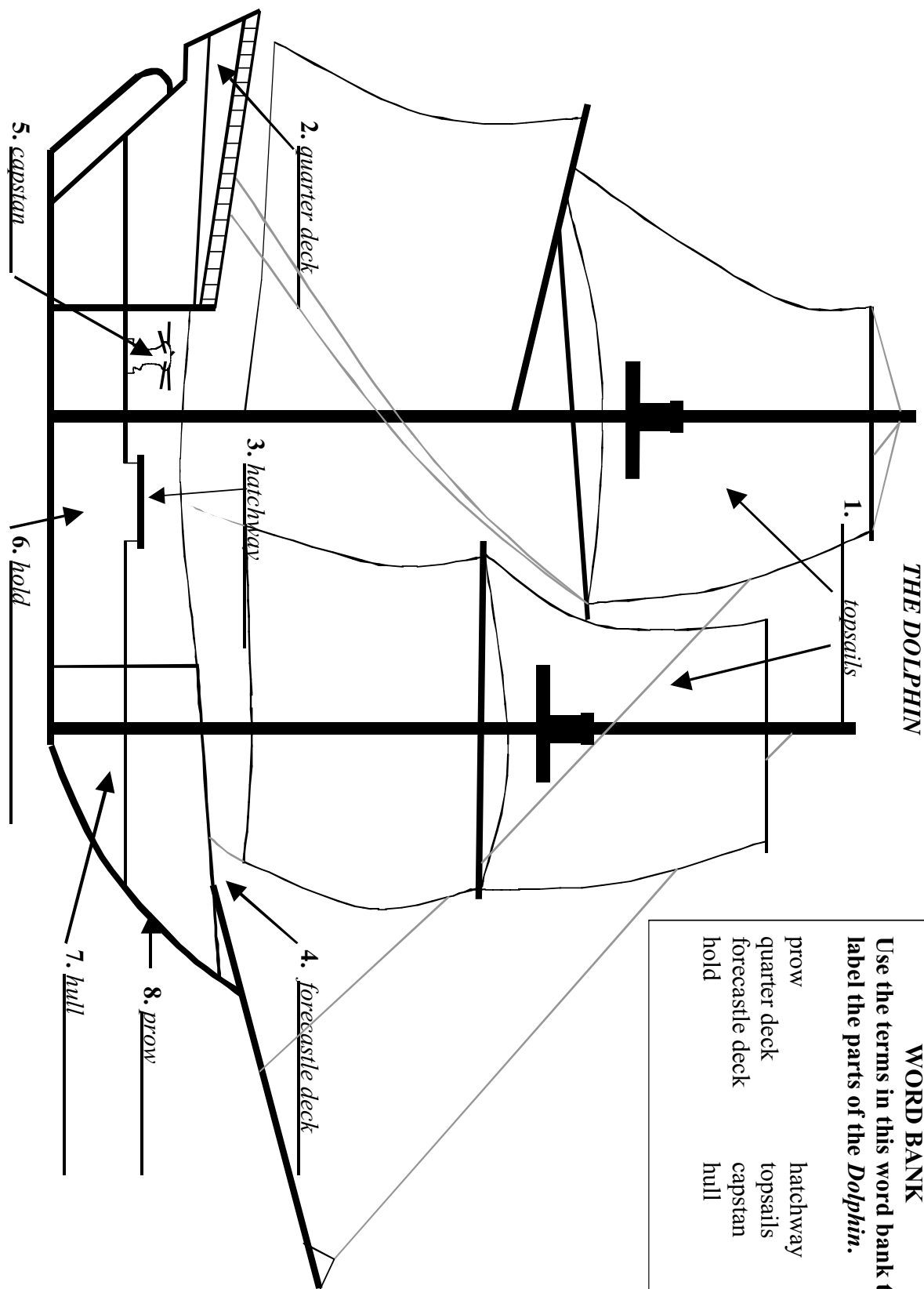
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14. **hatchway:** _____
 (Pg. 21) _____
15. **hold:** _____
 (Pg. 25) _____

Teacher's Page

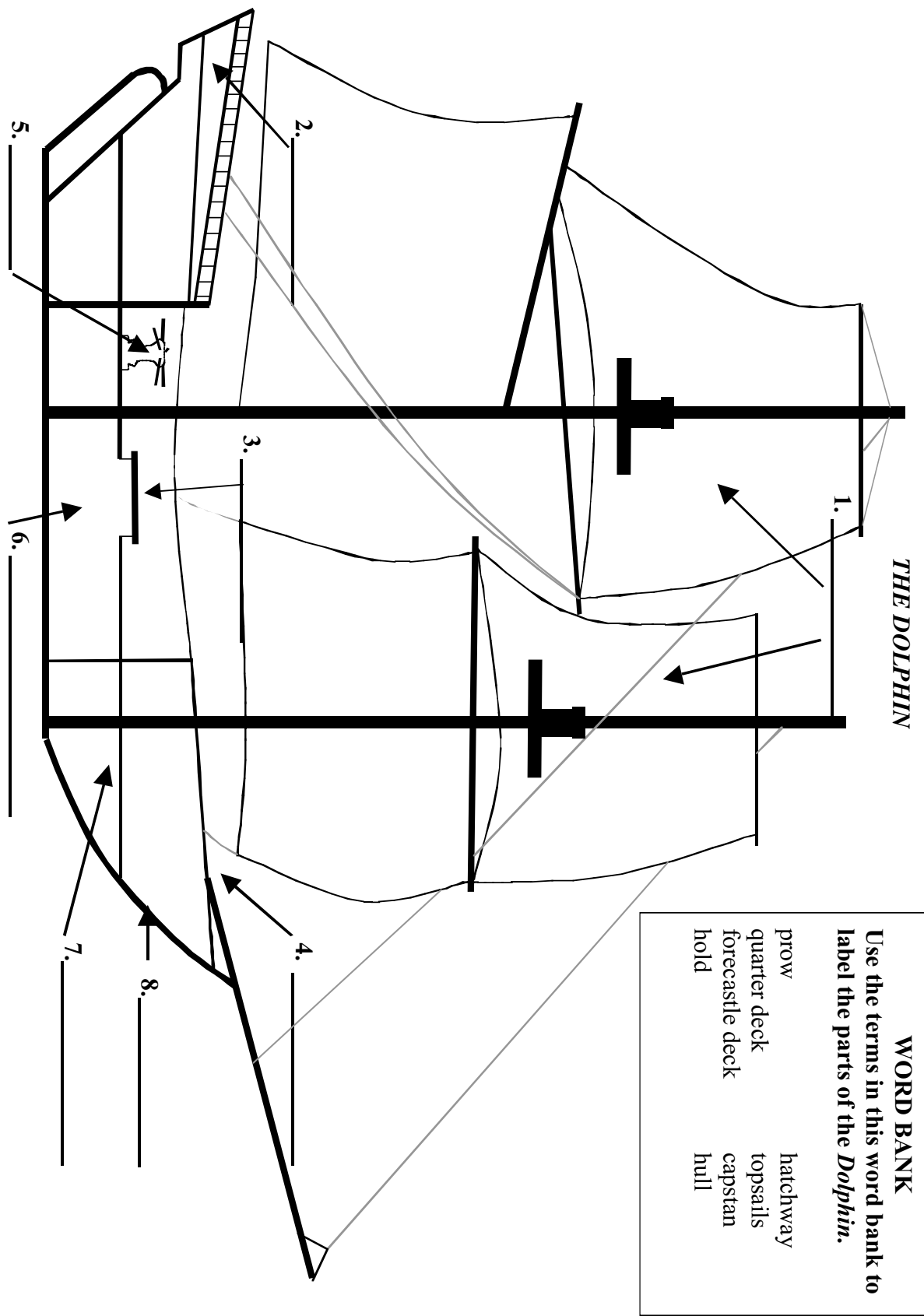
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Date: _____



Teacher's Page

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Activity II: Characterization

Chapter 1

Objective: *Inferring a character trait from a character's words and behavior*

Characterization is how the author reveals a character's personality. Instead of explaining a character using long, boring descriptions, the author sometimes gives you clues and hints about the character's personality. The author usually uses the following three methods to tell you about a character:

- the narrator's description of a character
- the character's own thoughts, actions, and words
- other characters' opinions of and actions toward the character

As you read, you should look for evidence in these clues that helps you decide whether a character is smart, generous, stubborn, selfish, etc.

For example, on page 11, Nat helps both his mother and Kit off of the ship as it approaches America for the first time: "As the prow scraped the landing piles, Nat leaped ashore and caught the hawser. He reached to help his mother, then stretched a sure hand to swing Kit over the boat's edge." (Pg. 11)

Because Nat helps both his mother and Kit, you know that he is a gentleman. Because his movements are described as being accomplished with a "sure hand," we also know that he is coordinated and somewhat athletic, as he is able to jump from a boat and help two women at the same time. (Pg. 11) Someone who is not a gentleman would probably not help the other women before helping himself, and someone who is unsure of himself on the water would have been described as being clumsy.

In *The Witch of Blackbird Pond*, you learn a lot about Kit's personality within the first chapter—personality traits that will surely be important later in the novel. Using only Chapter One, look for textual examples for the personality characteristics that have been listed for Kit. Write them in the following **CHARACTERIZATION CHART FOR KIT**, with the page numbers where each passage can be found. The first one has been done for you as an example.

As you continue reading the novel, add more examples illustrating Kit's personality characteristics. You may also need to add personality traits as Kit develops throughout the novel.

Note to Teacher: The examples provided are from the first chapter. As the students continue reading the novel, you should refer to the CHARACTERIZATION CHART FOR KIT to make sure that they are adding examples. As Kit's character develops, encourage the students to find examples of Kit's generosity, selflessness, and dishonesty. The students may come up with other character traits, as well. This activity may be completed by individuals or by small groups.

Name: _____

Date: _____

Activity II: Characterization**Chapter 1**

Characterization is how the author reveals a character's personality. Instead of explaining a character using long, boring descriptions, the author sometimes gives you clues and hints about the character's personality. The author usually uses the following three methods to tell you about a character:

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Teacher's Page

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Characterization Chart for Kit

Personality Trait	Example from the Story
Proud	"She must look a sight! No gloves, no cover for her hair, and her face rough and red from weeks of salt wind...No one on the island had ever presumed to stare like that at Sir Francis Tyler's granddaughter." (Pg. 11)
Athletic	"To her pride, she had proved to be a natural sailor." (Pg. 8) "With a bound she was over the side..." (Pg. 11)
Independent	She has left Barbados to travel to America alone. (Ch. 1)
Impulsive	"Without a second's deliberation she acted." (Pg. 13) "How many times had her grandfather cautioned her to think before she flew off the handle?" (Pg. 14)
Easily Angered	"Kit was not used to being ignored, and her temper flared." (Pg. 13)

Note to Teacher: Once students have completed the chart (for Chapter One), call on volunteers to read their answers. Ask students to explain why they think each particular passage illustrates the character trait. As the students continue reading the novel, ask them to identify additional examples and to further identify additional personality traits.

Name: _____

Date: _____

Characterization Chart for Kit

Personality Trait	Example from the Story
Proud	“She must look a sight! No gloves, no cover for her hair, and her face rough and red from weeks of salt wind...No one on the island had ever presumed to stare like that at Sir Francis Tyler’s granddaughter.” (Pg. 11)
Athletic	
Independent	
Impulsive	
Easily Angered	

Teacher's Page

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Activity I: Setting (Comparison/Contrast)

Chapters 1–3

Objectives: *Identifying and analyzing the role of the setting within the context of the text*
 Evaluating the author's use of setting to influence the reader's understanding of the text
 Demonstrating comprehension by writing a response

Part 1

In the opening chapter of the book, Kit often thinks about her old home. She compares her home in Barbados to her first glimpses of America. As you look back over Chapter One and continue to read Chapters Two and Three, list details about Barbados and Connecticut and Kit's reactions and emotions associated with each place.

BARBADOS

- *"shimmering green and white that fringed the turquoise bay of Barbados" (Pg. 7)*
- *a famous town with shops*
- *the warm sea*
- *Kit's possession of beautiful things*
- *the green palms and warm turquoise ocean with white beaches*
- *had slaves and servants*
- *Kit's sharp memories of her grandfather*
- *learned to read in Barbados*
- *learned to swim in Barbados*

CONNECTICUT

- *disappointing at first glimpse; dreary*
- *gray harbor with a bleak shoreline*
- *earthen wall was bare and ugly*
- *plain wooden boxes*
- *unimpressive shacks*
- *something strange about America*
- *Kit's frustration*
- *swimming and reading: things Kit should not be able to do*
- *narrow sandy stretch of shoreline*
- *Kit's spirits sank*

Note to Teacher: After students have compiled their lists, spend a few moments in class discussing what the students found. When the students have discussed their ideas as a class, lead them to the next step of the activity.

Name: _____

Date:_____

Activity I: Setting (Comparison/Contrast)

Chapters 1–3

Part 1

In the opening chapter of the book, Kit often thinks about her old home. She compares her home in Barbados to her first glimpses of America. As you look back over Chapter One and continue to read Chapters Two and Three, list details about Barbados and Connecticut and Kit's reactions and emotions associated with each place.

BARBADOS

CONNECTICUT

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Teacher's Page

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Part 2

Now that you have compiled a list of descriptions of Barbados and Connecticut, you should begin to think about *why* the author has chosen these two places as the setting for her novel. Answer the following questions.

Describe Kit's feelings about Barbados. How do you know that she feels the way she does?

Kit loves Barbados and is unhappy that she left. The images that are used to describe Barbados are colorful: turquoise waters, white beaches, etc. She speaks about what she was able to do there with fondness. She describes being able to read plays and being able to swim in the ocean, which was always warm. She was taken care of very well in Barbados and never had to worry about money.

Describe Kit's first impression of Connecticut. How does Kit feel about arriving in America?

At first, Kit is excited at the prospect of coming to America; she wants to step foot on American soil as soon as she can. However, when Kit has her first glimpse of the coastline and of the wooden shacks, she is disappointed. She wonders if this is all that America has to offer. She notices the poorly dressed women and the dirty roads. We do not get the impression that Kit is going to be very happy here.

Often, authors choose two different places in their novels to highlight differences in society and/or characters. Based on what you have read about Kit and her first impressions of America, respond to the following question prompts in a well-written paragraph. You may want to refer back to the personality characteristics that you identified in Activity II for Chapter One.

Question: Compare and contrast Barbados and Connecticut. Using examples from the story, in which of the two places does Kit seem to fit in better and why?

Note to Teacher: The answers to the writing prompt will vary but should reflect Kit's inability to fit in with the people of Wethersfield. The students might mention how the people Kit came in contact with looked down upon her when she acted unexpectedly (swimming in the water, being able to read). The students should mention how Kit seems to be more like Barbados, a place that is free and colorful, and they should also mention how she does not seem to fit in to the strict boundaries and dull surroundings of America.

Name: _____

Date: _____

Part 2

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Question: Compare and contrast Barbados and Connecticut. Using examples from the story, in which of the two places does Kit seem to fit in better and why?

Teacher's Page

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Activity II: Writing

Chapters 1-3

Objectives: *Responding to literature by writing a friendly letter as the main character might write it*
 Responding to characters' actions and emotions through written response

When Kit comes to Wethersfield, Captain Eaton is surprised that Kit's aunt and uncle are not waiting at the wharf to meet her upon her arrival. Kit explains to the captain that her aunt and uncle are unaware that she is coming. When Kit arrives at the doorstep of the Wood family, she explains to her aunt and uncle that she was afraid that, if she had written to them to warn them of her arrival, they would not have allowed her to come.

"I did not dare to write," she said. "I was afraid that you might not tell me to come, and I had to come." (Pg. 37)

Place yourself in Kit's shoes and write the letter that she should have written to explain to her aunt and uncle that she is coming to America to live with them. As you write your letter, keep in mind Kit's personality, but also keep in mind the fact that she has never met her aunt and uncle. In your letter, tell the Wood family what has happened in Barbados and why you must come and live with them. In addition, be sure to tell the Wood family a little bit about yourself, so they know what to expect. Use the **FRIENDLY LETTER MODEL** to help you format your letter properly.

Answers may vary but should include:

- *Kit's grandfather passes away, and she is left with many debts to pay.*
- *Kit describes herself in the most glowing terms, as she would not see her impulsiveness, independence, or pride as negative qualities.*
- *Kit might offer to teach children how to read.*
- *Kit might present herself as someone who is self-sufficient, as she has many clothes (bringing with her seven trunks) and has had to take care of herself for the past few months.*

FRIENDLY LETTER MODEL

Your street address	
Your City, State Zip Code	
Date	
Dear Name,	
Begin your letter here. Use complete sentences to form clearly organized paragraphs. Begin a new paragraph when you finish discussing one topic and want to move on to another topic. Indent the first word of each new paragraph. The purpose of a friendly letter is to share news with friends, family, and other people you know well.	
Your friend, sign your name	

Name: _____

Date: _____

Activity II: Writing**Chapters 1–3**

When Kit comes to Wethersfield, Captain Eaton is surprised that Kit's aunt and uncle are not waiting at the wharf to meet her upon her arrival. Kit explains to the captain that her aunt and uncle are unaware that she is coming. When Kit arrives at the doorstep of the Wood family, she explains to her aunt and uncle that she was afraid that, if she had written to them to warn them of her arrival, they would not have allowed her to come.

“‘I did not dare to write,’ she said. ‘I was afraid that you might not tell me to come, and I had to come.’” (Pg. 37)

Place yourself in Kit's shoes and write the letter that she should have written to explain to her aunt and uncle that she is coming to America to live with them. As you write your letter, keep in mind Kit's personality, but also keep in mind the fact that she has never met her aunt and uncle. In your letter, tell the Wood family what has happened in Barbados and why you must come and live with them. In addition, be sure to tell the Wood family a little bit about yourself, so they know what to expect. Use the **FRIENDLY LETTER MODEL** to help you format your letter properly.

FRIENDLY LETTER MODEL

		Your street address Your City, State Zip Code Date
Dear Name,		
Begin your letter here. Use complete sentences to form clearly organized paragraphs. Begin a new paragraph when you finish discussing one topic and want to move on to another topic. Indent the first word of each new paragraph. The purpose of a friendly letter is to share news with friends, family, and other people you know well.		
Your friend, sign your name		

Teacher's Page

The Witch of Blackbird Pond

Prestwick PowerPacks

Activity I: Conflict

Chapters 4–5

Objectives: *Identifying characters and circumstances that create major conflicts within the novel*
 Demonstrating an understanding of the text by summarizing important information

Kit's world changes when she enters the home of the Wood family. Kit has come from Barbados, a place where she is expected to dress in nice clothes, where she has servants to wait on her, where she is not expected to work, and where she can make her own decisions about whether or not she should go to church. Now, she must try to fit into a place where the social conditions are dictated by conservative Puritan beliefs. Imagine you are Kit, and, using well-developed paragraphs, write a journal entry describing the conflict this awakens in you. Include:

- having to leave Barbados to come to America.
- your feelings toward Uncle Matthew's ungratefulness for the gifts that you are trying to give Mercy and Judith.
- your inability to work to the standards that the Wood family expects of you.
- how you are excited to see that there might be a town beyond the small wooden house in which the Wood family lives.
- your feelings about having no other choice than to live in a town that you hate.
- how you will try to fit into this new community.

Note to Teacher: Look for comprehension, accuracy of detail, and paragraph structure. Answers may vary but should include:

- *Kit is discouraged by her first impressions of America. She had been excited at the prospect of stepping onto American soil, but when she realizes that there is nothing more than dirt roads and wooden houses, she does not want to leave the beautiful waters and beaches of Barbados. Kit is also upset because she was forced to leave Barbados with nothing, and the death of her grandfather was a tragic event in her life.*
- *Kit is frustrated at her uncle's disregard for the gifts that she is trying to give Judith and Mercy. She does not understand why a father would not want his daughters to have nice clothes.*
- *Kit is disheartened that she is unable to work very well. When she overhears Judith talking about how she wishes that Kit would have been a boy, she is devastated. She cries herself to sleep when she realizes that she is incapable of the work that the other girls are able to do, and she cannot imagine that every day could be spent completing chores.*
- *When Kit discovers that there is a town, she is first filled with hope that there is life beyond the Wood household. She believes that maybe the town will offer what the home will not. However, when she enters the town, she realizes that the town consists of nothing more than "a pillory, a whipping post and stocks." (Pg. 52)*
- *Kit is struggling internally with how to fit in with the people with whom she is living. She realizes that she really has no other choice, and yet she cannot imagine that she can spend her life being punished for her nice clothes and her inability to work. She really does not fit in with either Judith or Mercy, but at least she is able to speak to Mercy, whereas Judith is hostile toward Kit.*

Special Note to Teacher: As your students write their journals, they should be referencing the information about Puritan culture and Colonial America. To aid their pre-writing process, you might want to have a small group discussion about what they remember about the Puritan culture. Many of Kit's conflicts come from not fitting into the Puritan way of life.

Name: _____

Date: _____

Activity I: Conflict**Chapters 4–5**

Kit's world changes when she enters the home of the Wood family. Kit has come from Barbados, a place where she is expected to dress in nice clothes, where she has servants to wait on her, where she is not expected to work, and where she can make her own decisions about whether or not she should go to church. Now, she must try to fit into a place where the social conditions are dictated by conservative Puritan beliefs. Imagine you are Kit, and, using well-developed paragraphs, write a journal entry describing the conflict this awakens in you. Include:

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- your feelings about having no other choice than to live in a town that you hate.
- how you will try to fit into this new community.

Teacher's Page

The Witch of Blackbird Pond

Prestwick PowerPacks

Activity II: Point of View

Chapters 4–5

Objectives: *Identifying how point of view influences readers' perspectives*
Responding to a character's actions and emotions through written response

The Witch of Blackbird Pond is written in third person limited point of view. The narrator explains Kit's actions and many of her thoughts, but the reader does not know everything that Kit thinks and experiences. You know nothing about what the other characters are thinking and feeling. When you put yourself in a character's place and try to think as the character does, then you develop a better understanding of a character and the reasons for his or her actions.

Think back to Kit's first days in America. Kit has created first impressions with the many people with whom she has come in contact.

Assignment:

Imagine that you are each of the characters in the following list. Think about the impression that Kit has made on you and how Kit's actions have influenced your feelings about her. In a paragraph for each person, write about your first impressions of Kit. Using specific examples from the text, explain why you feel the way you do. Since you are pretending to be each character and you are speaking about Kit, you will need to use first person pronouns (I, me), not third person (she, her).

- **Judith Wood**

At first, I was thrilled to have Kit in our home. She seems so worldly, and I thought it would be so much fun to have another girl in the house. Kit brought all of those nice clothes, and when we were trying them on, oh, I just looked beautiful! We all know, however, that Father really needs to have a boy around the house. I just cannot continue to do all of my work and then also have to pick up the slack for Kit. Kit is just going to have to learn how to work the way the rest of us have.

- **Mercy Wood**

Oh, it is so nice that Kit has come to Wethersfield. I am worried, though, that Kit will just not fit in. I know how much work has to be done around the house, and we cannot just take time out of our day to try on all of Kit's beautiful clothes. I really hope that Kit will learn to do as Father wants.

Name: _____

Date: _____

Activity II: Point of View**Chapters 4–5**

The Witch of Blackbird Pond is written in third person limited point of view. The narrator explains Kit's actions and many of her thoughts, but the reader does not know everything that Kit thinks and experiences. You know nothing about what the other characters are thinking and feeling. When you put yourself in a character's place and try to think as the character does, then you develop a better understanding of a character and the reasons for his or her actions.

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Imagine that you are each of the characters in the following list. Think about the impression that Kit has made on you and how Kit's actions have influenced your feeling about her. In a paragraph for each person, write about your first impressions of Kit. Using specific examples from the text, explain why you feel the way you do. Since you are pretending to be each character and you are speaking about Kit, you will need to use first person pronouns (I, me), not third person (she, her).

- Judith Wood

- Mercy Wood

Teacher's Page

The Witch of Blackbird Pond

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- **Matthew Wood**

Great! Another mouth to feed. And that girl...she does not seem to have any notion of the commotion that she has caused by bringing all of her trunks with her. I do not know where she thinks she is going to be living, but she certainly did not prepare herself for the likes of America. She is never going to be able to work hard. And her attitude! If she does not learn to mind her tongue, she will have a very unhappy existence in my home.

- **William Ashby**

I have never seen such beautiful clothes as what Kit wore to Meeting today. Surely a person who is in possession of such fine clothes is a fine person on the inside as well. I will have to get to know her better. She will make a fine addition to the beautiful new home that I am going to build.

- **John Holbrook**

I cannot believe the young lady that traveled across the ocean with me. Not only is she able to read, but she can swim as well. If I did not already know how she will be received when we reach Wethersfield, I might like to get to know her better, but at the same time, I do not know that I am a match for her strong will.

- **Prudence Cruff**

What a wonderful woman Kit is. She saved my doll! I wish that my mother would let me speak to her a little longer. Kit seems wonderful.

- **Goodwife Cruff**

That young lady will be punished in Hell for her behavior. I cannot believe the audacity of that woman to jump into the ocean and swim after a little doll. And, to think that she can read! I do not know any other women who can read, especially the likes of plays. She is a witch, I say! A witch!

Note to Teacher: Answers may vary. Look for your students' understanding that most of the characters have fostered a skeptical attitude about Kit. We have provided sample responses for each character, but students may develop their ideas more fully. Be sure to check that students support their perceptions of Kit with textual examples. Alternatively, you may wish to have students complete this activity with their small groups. Each group would choose three characters to interview for a news story, a talk show, or a newspaper article. Students would then prepare a list of interview questions and answers and present their interviews to the class.

Name: _____

Date: _____

- Matthew Wood

- William Ashby

- John Holbrook

- Prudence Cruff

- Goodwife Cruff

Teacher's Page

The Witch of Blackbird Pond

Prestwick PowerPacks

Activity I: Context Clues

Chapters 6–8

Objectives: Defining vocabulary using context clues and a dictionary
Writing original sentences that use new vocabulary in context

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the example below, you want to know the meaning of the word *coddle*. You need to look for clues, such as descriptions, in the sentence or in the sentences surrounding the word:

“Dr. Bulkeley sent her a gracious smile and considered. ‘I have to *coddle* this throat of mine,’ he decided. ‘But my young pupil here is a very exceptional reader. I shall pass the honor on to him.’” (Pg. 60)

Mercy is asking Dr. Bulkeley to read to the Wood family. As he considers this request, he decides to pass the honor on to John. If he is being asked to read, we understand that Dr. Bulkeley probably is accustomed to being asked to read on many occasions. Additionally, in the sentences preceding this one, you learn that Dr. Bulkeley has a wonderful reading voice. As a result, one would think that if he is choosing not to read on this occasion, there must be a reason other than that he just does not want to. He states that he must *coddle* his throat; he does not mention his voice, but the instrument through which his voice is used. Therefore, *coddle* must mean to protect or save.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

Part 1

The following vocabulary list contains words from Chapters Six through Eight. The author has provided context clues to help you understand their meaning.

Look up each vocabulary word in the book (the page numbers where you will find each word are given) and match each vocabulary word with its context clues.

Key	Vocabulary Word	Context Clues
D ____	1. cadence (Pg. 61)	A. “But he has hardly seen her...”
H ____	2. fulsome (Pg. 61)	B. “A small wrinkle of concern marred her...”
F ____	3. implacable (Pg. 70)	C. “bitterness...all these weeks.”
G ____	4. veritable (Pg. 70)	D. “John’s voice was low-pitched but very clear, and the words fell with a musical...”
C ____	5. rankled (Pg. 76)	E. “...usually placid forehead.”
B ____	6. placid (Pg. 63)	F. “For him it was enough simply to sit across the room and look at her...aware that William’s eyes were on her face.”
E ____	7. marred (Pg. 63)	G. “enough to keep Mercy carding and spinning and weaving for the next twelve months.”
A ____	8. conspicuous (Pg. 63)	H. “Had the man no perception at all?”

Name: _____

Date: _____

Activity I: Context Clues

Chapters 6–8

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_____ 8. conspicuous (Pg. 63)	look at her...aware that William’s eyes were on her face.”
	G. “enough to keep Mercy carding and spinning and weaving
	for the next twelve months.”
	H. “Had the man no perception at all?”

Teacher's Page

The Witch of Blackbird Pond

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Part 2

Now, use the context clues to write a definition for each word. Then, compare your definitions to the dictionary's definitions to check their accuracy. Correct any of your definitions that contain errors. Finally, write an original sentence containing context clues for each of the words.

Definitions:

1. cadence: the flow of sounds or rhythm
2. fulsome: excessive
3. implacable: not able to be satisfied; merciless
4. veritable: real; actual
5. rankled: irritated; angered
6. placid: peaceful; undisturbed
7. marred: imperfect
8. conspicuous: obvious

Context Clue Sentences

1. cadence: _____

2. fulsome: _____

3. implacable: _____

4. veritable: _____

5. rankled: _____

6. placid: _____

7. marred: _____

8. conspicuous: _____

Note to Teacher: Sentences will vary. Accept responses that demonstrate understanding of the vocabulary words. There are numerous vocabulary words within the novel that would be useful with this activity. In the Appendix, you will find a list of additional vocabulary words for the novel and a VOCABULARY MAP that your students can use as a tool for understanding new words.

Name: _____

Date: _____

Part 2

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Definitions:

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2. fulsome: _____
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5. rankled: _____
6. placid: _____
7. marred: _____
8. conspicuous: _____

Context Clue Sentences

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6. placid: _____

7. marred: _____

8. conspicuous: _____

Teacher's Page

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Activity I: Plot

Chapters 9–10

Objectives: *Recognizing conflict and its effects on the main character*
Analyzing plot and outlining the events of the novel accordingly

The plot of a novel is the sequence of events that take place within it, beginning with the introduction and ending with the conclusion. The plot of a novel is divided into the following sections:

PLOT

- A. **Introduction:** the setting and the characters' background information—names and personalities; may be either descriptive or brief
- B. **Conflict:** the big problem that the characters spend most of the book trying to solve
- C. **Rising Action:** smaller problems that the characters experience as they try to solve the larger conflict
- D. **Climax:** the turning point; the most exciting, most suspenseful point in the novel
- E. **Falling Action:** the calming action and decrease in tension following the climax
- F. **Resolution:** the conclusion of the story; the outcome

At this point in the novel, you have discovered the conflict and moved into the rising action. In small groups, complete as much of the **PLOT OUTLINE** as possible. Since you have not reached the climax yet, you will leave some of the outline blank. You will rejoin your group and add to your outline after Chapter 21.

Note to Teacher: We have provided answers for the entire outline. At this point, students should complete only the introduction and the conflict. They will complete subsequent sections at the end of each part of the novel. Remind students that there can be both internal and external conflict in the novel. They may not list all of the events in the rising action.

Name: _____

Date: _____

Activity I: Plot**Chapters 9–10**

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Teacher's Page

The Witch of Blackbird Pond

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A. Introduction:

The story begins as Kit is traveling from Barbados to Connecticut after the death of her grandfather. During her passage, she meets several characters that will be integral in the novel. When Kit arrives in Connecticut, she is greeted by the meagerness of the surroundings, a much different environment than Barbados.

B. Conflict:

The main conflicts in the novel concern Kit. Kit's internal conflict is between her experiences in Barbados and her new experiences in America. Will she be able to meet the expectations placed upon her by the Puritan society? Externally, Kit is accused of witchcraft along with another woman, Hannah. A secondary external conflict in the novel is political and is between settlers who favor freedom from the English crown and those who maintain loyalty to England.

C. Rising Action:

Kit is scandalized during her journey and subsequently invites the suspicions of Puritan Goodwife Cruff when she swims in the ocean to save Prudence's doll.

Kit clashes with the Puritan way of life as she brings gifts (extravagant clothing) for her relatives, beligerently attends meetings, and fails to work in the manner that is expected.

Kit meets Hannah, a Quaker woman who is said to be a witch, and continues to visit her even though she has been forbidden to do so.

Kit is hired to teach school, but does so in a manner that is unfitting for the Puritans.

Kit meets Prudence, the little girl from her passage to America, and teaches her to read and write in secret and in the company of Hannah.

Romantically, the plot develops between Kit and William; Kit and Nat; Judith and William; Judith and John; and Mercy and John.

An epidemic hits the town, and many children are sick and die.

Many angry townspeople go after Hannah, but Kit helps her to escape.

The Cruffs accuse Kit of witchcraft.

D. Climax

Kit is put on trial where witnesses make outrageous claims against her. Goodman Cruff brings the copy-book in which Prudence has been writing her name, and in order to save Prudence from being punished, Kit tells the court that the notebook is hers. Nat and Prudence come to the trial, and Prudence offers evidence that Kit is not a witch. Goodman Cruff drops the charges.

E. Falling Action:

Romantically, John returns to marry Mercy; Kit tells William that she will not marry him.

F. Resolution:

John and Mercy are married; Judith and William are married; Hannah is safe with Nat's grandmother; Nat and Kit intend to marry.

Name: _____

Date: _____



A. Introduction:

B. Conflict:

C. Rising Action:

D. Climax

E. Falling Action:

F. Resolution:



Teacher's Page

The Witch of Blackbird Pond

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Activity II: Figurative Language

Chapters 9–10

Objective: Identifying, classifying, interpreting, and writing figurative language

Figurative language is an effective tool for creating vibrant, clear, and detailed descriptions. Authors use figurative language to create a vivid picture in your mind without explaining every detail. Figurative language appeals to your imagination, which helps keep you interested in the novel. Three common forms of figurative language include similes, metaphors, and personification.

Part 1

Read through the following **FIGURATIVE LANGUAGE CHART**. Identify the type of figurative language used in each quotation. Then, describe the picture it creates in your mind. The first one is done for you as an example.

FIGURATIVE LANGUAGE CHART

Quotation	Type of Figurative Language (simile, metaphor, personification)	Image/Idea/Picture It Creates
"Mercy was the pivot about whom the whole household moved." (Pg. 62)	metaphor	Mercy is the center of the household. All of the other people in the house respond to Mercy's actions and emotions.
"'The answer is in thy heart,' she said softly. 'Thee can always hear it if thee listens for it.'" (Pg. 90)	personification	<i>Even though the answer cannot speak, or the heart cannot speak, Kit must pay attention to what her heart is feeling to find the answer.</i>
"Hannah walked back to the ship with me and somehow I felt bold as a lion." (Pg. 101)	simile	<i>We can see Nat walking back to receive his punishment as regally as a lion because we know that lions are very strong beasts.</i>
"...letting her peek through a door that always seemed to slam shut again before she could actually see inside." (Pg. 102)	metaphor	<i>We see the relationship between Nat and Kit as one that is not always open, but one where Nat will open up to Kit but then suddenly close himself off again.</i>
"A pale green curtain of branches just brushed the grasses and threw a filigree of shadows, as delicate as the wrought silver, on the child's face." (Pg. 106)	simile	<i>We see long branches creating a curtain. The branches are delicate and graceful, thin, and wiry.</i>

Name: _____

Date: _____

Activity II: Figurative Language

Chapters 9–10

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Teacher's Page

The Witch of Blackbird Pond

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Part 2

Now, you will write some figurative language of your own. In the next chart, you will find ten ordinary sentences that contain very little description and no figurative language. Rewrite them so that they include similes, metaphors, or personification. Then, name the type of figurative language that you have used for each. The first three have been done for you as examples.

WRITE YOUR OWN FIGURATIVE LANGUAGE CHART

Ordinary Sentence	Figurative Language	Type of Figurative Language (simile, metaphor, personification)
The sun shone brightly.	The sun shone like a brilliant diamond in the sky.	simile
The wolf was quiet.	The wolf was a silent tree standing in the distance.	metaphor
Green leaves shook.	Tiny, frightened leaves trembled in the fierce winds of the storm.	personification
There was chalk on the chalkboard.		
Prudence read from her hornbook.		
The girls walked to meeting on the dirt road.		
The company room was cold.		
The boat crossed the ocean with ease.		
Hannah dug in the dirt.		
The dress Kit wore was thin.		

Note to Teacher: Answers will vary. Ask volunteers to recite their examples of figurative language to the class. Then, ask your students to identify the type of figurative language and explain what makes each answer an example of that type.

Name: _____

Date: _____

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Activity I: Symbol

Chapters 11–12

Objective: Identifying the meaning of a symbol that is associated with the main character

In Chapter Twelve, Nat tells Kit a story about a bird that Nat saw in Jamaica. Reread pages 116-117, and then answer the following questions:

1. Describe the bird to which Nat compares Kit. Why would it not survive in Saybrook?

The bird that Nat describes is yellow-green with bright scarlet patches. The bird would not survive in Saybrook because its colors would make it stand out, and predators would find it easily.

2. Make a list of the things that Kit has done which have surprised people. Are any of the actions out-of-the ordinary? If so, how?

Kit is able to swim.

Kit is able to read.

Kit befriends Hannah and Prudence.

Kit has beautiful clothes.

Kit finds inventive ways to teach the children.

Kit reads plays and other pieces of literature, not only the Bible.

Kit had slaves to do her work for her when she lived in Barbados.

These activities are not out of the ordinary, but in Puritan Wethersfield, where women have a particular place, these activities seem odd to the people. The people of Wethersfield are not used to seeing women act as independently as Kit.

3. How are Kit and the bird similar?

Kit and the bird are similar because they both stand out in their environments. The bird stands out because of its beautiful colors, and Kit stands out because of her independence. Kit is singled out because she does not belong, just as the bird is pecked at by the native birds of Saybrook.

4. What do you think Nat means when he says, "But they've done their best to make you into a sparrow, haven't they?" (Pg. 117)

Nat believes that the Puritans have tried to keep Kit from being the person she really is. They have made her go to meeting, encouraged a boy to call on her, and asked her to work around the house. The people of Wethersfield are taking the color out of Kit's feathers.

Name: _____

Date:_____

Activity I: Symbol

Chapters 11–12

In Chapter Twelve, Nat tells Kit a story about a bird that Nat saw in Jamaica. Reread pages 116-117, and then answer the following questions:

1. Describe the bird to which Nat compares Kit. Why would it not survive in Saybrook?
2. Make a list of the things that Kit has done which have surprised people. Are any of the actions out-of-the ordinary? If so, how?
3. How are Kit and the bird similar?
4. What do you think Nat means when he says, "But they've done their best to make you into a sparrow, haven't they?" (Pg. 117)

Teacher's Page

The Witch of Blackbird Pond

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Activity I: Conflict

Chapters 13-14

Objectives: *Identifying and explaining external conflicts in the story*
Using technology to organize a presentation of information
Creating visuals to enhance a presentation or enhance meaning
Identifying an audience and making a persuasive argument to convince the audience

Part 1

At the end of Chapter Fourteen, you learn that Sir Edmond Andros is coming to Hartford, Connecticut, to take over as governor. This is of great concern to Matthew. Andros represents the political stronghold that England wants to retain over Connecticut.

Research Sir Edmond Andros and the Royal Charter granted to Connecticut by King Charles II in 1662. Use the Internet, the library, encyclopedias, and any other sources you can find to locate your information.

In the following **CHARTER CHART**, make a list of the pros and cons of protecting the Charter that Connecticut has with England.

CHARTER CHART

Pros	Cons
<ul style="list-style-type: none">• <i>Increased independence from English rule</i>• <i>Freedom from religious persecution</i>• <i>No taxes to England</i>	<ul style="list-style-type: none">• <i>No support from England financially</i>• <i>Possibility of battle with England to secure freedoms</i>• <i>Isolation and no trade with English colonies</i>

Part 2

Create a pamphlet or “circular” that promotes independence from England. The pamphlet should convince people that living in America is profitable, that the journey is not a hardship, and that religious and educational freedom is worth the risk. You may generate the pamphlet by hand or on the computer.

Note to Teacher: Because this novel is based on historical events, you may want your students to provide more detailed information about Sir Edmond Andros and the Connecticut Charter. Students should understand what was at stake as Connecticut courageously fought for its independence from England. Perhaps assistance could be garnered from the social studies department to provide more historical background.

Name: _____

Date: _____

Activity I: Conflict

Chapters 13-14

Part 1

At the end of Chapter Fourteen, you learn that Sir Edmond Andros is coming to Hartford, Connecticut, to take over as governor. This is of great concern to Matthew. Andros represents the political stronghold that England wants to retain over Connecticut.

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CHARTER CHART

Pros	Cons

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Teacher's Page

The Witch of Blackbird Pond

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Activity I: Infer/Predict

Chapters 15–16

Objectives: *Demonstrating an understanding of the text by making predictions and revising them as needed*

Note to Teacher: Tell your students to STOP reading after Kit's thought while walking home from Hannah's on page 158. Then, have the students complete this prediction activity. Answers will vary but must be supported with evidence and page numbers from the novel. Ask volunteers to read their predictions aloud. At the end of Chapter Seventeen, have the students review their predictions and check them for accuracy.

Making predictions about what might happen to characters helps readers connect with and remain interested in a novel. Remember that predictions are more than mere guesses. They are inferences based on what has already happened in the book. Take Nat, for example. At the beginning of the novel, you are introduced to Nat as one of the sailors on the ship that transports Kit from Barbados to America. Later in the novel, you are introduced to Hannah, a lonely woman who many think is a witch. Hannah is an outsider. Kit eventually finds Hannah and learns that Hannah has a “seafaring friend” who takes care of her. (Pg. 88) At first, we do not know to whom Hannah is referring, but we can reasonably predict that Nat is Hannah's seafaring friend. He is also an outsider of Wethersfield, as are Hannah and Kit, and would not necessarily foster the same Puritan beliefs as the rest of the townspeople. We also have not been introduced to any other characters who would be likely candidates for Hannah's friend. This is a sensible prediction because we have evidence from the novel to support our opinion.

Now, make your own prediction about the novel. Kit has formed a bond with both Prudence and Hannah, despite the fact that Matthew has forbidden Kit from visiting the Meadow. On several occasions, Kit has been late coming home from the Meadow, and all but Matthew Wood know that she is visiting Hannah. One evening when leaving the Meadow, on the bottom of page 158, the narrator describes a premonition that Kit has.

1. What do you think is going to happen to Kit, Prudence, and Hannah that would make Kit be concerned that the three of them might never be together again? Before answering, consider the following:
 - what you know about Prudence's home life
 - how the people feel about Hannah
 - the impression Kit has made on the townspeople
2. Find at least three pieces of evidence from the novel to support your prediction about what will happen to Prudence, Hannah, and Kit. Be sure to include page numbers for any quotations.

I predict that Prudence...

Name: _____

Date: _____

Activity I: Infer/Predict

Chapters 15–16

Making predictions about what might happen to characters helps readers connect with and remain interested in a novel. Remember that predictions are more than mere guesses. They are inferences based on what has already happened in the book. Take Nat, for example. At the beginning of the novel, you are introduced to Nat as one of the sailors on the ship that transports Kit from Barbados to America. Later in the novel, you are introduced to Hannah, a lonely woman who many think is a witch. Hannah is an outsider. Kit eventually finds Hannah and learns that Hannah has a “seafaring friend” who takes care of her. (Pg. 88) At first, we do not know to whom Hannah is referring, but we can reasonably predict that Nat is Hannah’s seafaring friend. He is also an outsider of Wethersfield, as are Hannah and Kit, and would not necessarily foster the same Puritan beliefs as the rest of the townspeople. We also have not been introduced to any other characters who would be likely candidates for Hannah’s friend. This is a sensible prediction because we have evidence from the novel to support our opinion.

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I predict that Prudence...



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For the following reasons:

1. _____

2. _____

3. _____

I predict that Hannah...

For the following reasons:

1. _____

2. _____

3. _____

I predict that Kit...

For the following reasons:

1. _____

2. _____

3. _____

Name: _____

Date: _____

For the following reasons:

- 1. _____

- 2. _____

- 3. _____

I predict that Hannah...

For the following reasons:

- 1. _____

- 2. _____

- 3. _____

I predict that Kit...

For the following reasons:

- 1. _____

- 2. _____

- 3. _____

Teacher's Page

The Witch of Blackbird Pond

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Activity I: Cause and Effect

Chapter 17

Objectives: *Determining the causes and effects of important events in the plot*
 Responding to literature by writing expository compositions
 Organizing an essay using topic sentences and supporting details

Part 1

Recognizing cause and effect relationships helps you understand the important events in a novel. If you can determine which actions cause other actions, you will see how several events link together to form the plot. By identifying cause and effect relationships, you can also point out how characters affect each other.

Read the **Statements** below and match each to its **Cause** or **Effect**. Write the letter of the correct answer on the blank. The first one has been done for you as an example.

Key	Statement	Cause or Effect of the Statement
D <u>D</u>	1. Prudence's doll falls in the water.	A. A lasting friendship is formed.
C _____	2. John does not tell Mercy that he loves her.	B. Kit must be dishonest.
E _____	3. Prudence leaves flowers on the doorstep.	C. The wrong people are engaged.
A _____	4. Hannah finds Kit in the Great Meadow.	D. Kit jumps in the water to save the doll.
B _____	5. Matthew forbids Kit to visit Hannah.	E. A young girl learns to read.

Part 2

In this chapter, Kit is faced with a decision. She can again be dishonest to Matthew, or she can use her instinct and save Hannah. We know after reading the chapter that Kit chooses to save Hannah. Thinking about the **cause** and **effect** of choices, respond to the following question:

What would have happened if Kit had made the decision to stay safely in her home?

In a multi-paragraph response, address the following:

- What would have happened to Hannah?
- How would Matthew have felt knowing the Kit was finally obedient?
- How would Kit have felt knowing what had happened to Hannah?
- How would Nat would have reacted to Hannah's arrest?

Be sure each paragraph begins with a topic sentence and include supporting details.

Part 3

Review your predictions from Chapter Sixteen. In three paragraphs, one for each character, explain whether each prediction you made was correct, and then summarize what happened with the characters.

Name: _____

Date: _____

Activity I: Cause and Effect

Chapter 17

Part 1

Recognizing cause and effect relationships helps you understand the important events in a novel. If you can determine which actions cause other actions, you will see how several events link together to form the plot. By identifying cause and effect relationships, you can also point out how characters affect each other.

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Teacher's Page

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Activity I: Writing a Newspaper Article

Chapters 18–19

Objectives: *Demonstrating an understanding of the text by organizing the important points of the text into newspaper articles*
Working cooperatively to plan and carry through a group project

With your group, you will create a newspaper for the town of Wethersfield.

1. Your group is responsible for producing a two-page newspaper. The front page will include news stories; the second page will include an editorial, letters to the editor, and any features. Be sure each contribution explains who, what, when, where, why, and how.
2. Each person in your group is responsible for writing one article for the first page. You may all choose to write about the same topic, or you may choose to focus on separate newsworthy events. For the second page, each person is responsible for creating a separate section. For example, one person may be responsible for the editorial. Two people may be responsible for letters to the editor. One person may write a feature article about the husking bee, and another may contribute a political cartoon.
3. When you have finished writing your articles, you will either create your newspaper by hand or on computer. You will need to be sure to format the paper correctly. You may want to bring in newspapers to use as models.

Note to Teacher: This activity is a creative assignment but at the same time can be used to assess whether the students have understood the major events of the novel. You may want to spend some time brainstorming story ideas before the students begin. A few topics the students could write about include:

- *the disappearance of Hannah*
- *Kit's trial*
- *the disappearance of the Charter*
- *the passing of Thanksgiving*
- *the harvest*
- *the husking bee*
- *the successes of the school year*
- *the changing seasons*

Encourage the students to be creative. This newspaper could continue through the completion of the novel if you wish to allow students to include the upcoming nuptials.

Before beginning the writing process, review with students the 5W's of newspaper articles. In addition, instruct students to compose proper headlines for their articles.

Name: _____

Date: _____

Activity I: Writing a Newspaper Article**Chapters 18–19**

With your group, you will create a newspaper for the town of Wethersfield.

1. Your group is responsible for producing a two-page newspaper. The front page will include news stories; the second page will include an editorial, letters to the editor, and any features. Be sure each contribution explains who, what, when, where, why, and how.
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Teacher's Page

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Activity I: Plot

Chapters 20-21

Objectives: Analyzing plot and outlining the events of the novel accordingly

Return to the groups with which you began the **PLOT OUTLINE** earlier in the novel. You should now be able to add an explanation of the climax to the outline, as well as any details in the rising action that you may have previously excluded. You will also be able to add the resolution. If you need to make any changes to your **PLOT OUTLINE**, now is the time to do so. You will be asked to turn in your completed outline to the teacher.

Note to Teacher: Allow groups time to complete their outlines, and then discuss their work, ensuring that students add any omitted information and make any necessary corrections.

Name: _____

Date: _____

Activity I: Plot**Chapters 20-21**

Return to the groups with which you began the **PLOT OUTLINE** earlier in the novel. You should now be able to add an explanation of the climax to the outline, as well as any details in the rising action that you may have previously excluded. You will also be able to add the resolution. If you need to make any changes to your **PLOT OUTLINE**, now is the time to do so. You will be asked to turn in your completed outline to the teacher.

Teacher's Page

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Activity II: Writing Process

Chapters 20–21

Objectives: *Using the writing process to write an essay that contains a topic sentence and supporting details drawn from the novel*
Responding respectfully and appropriately to others' writing
Editing and revising student's own original composition to improve the meaning and focus

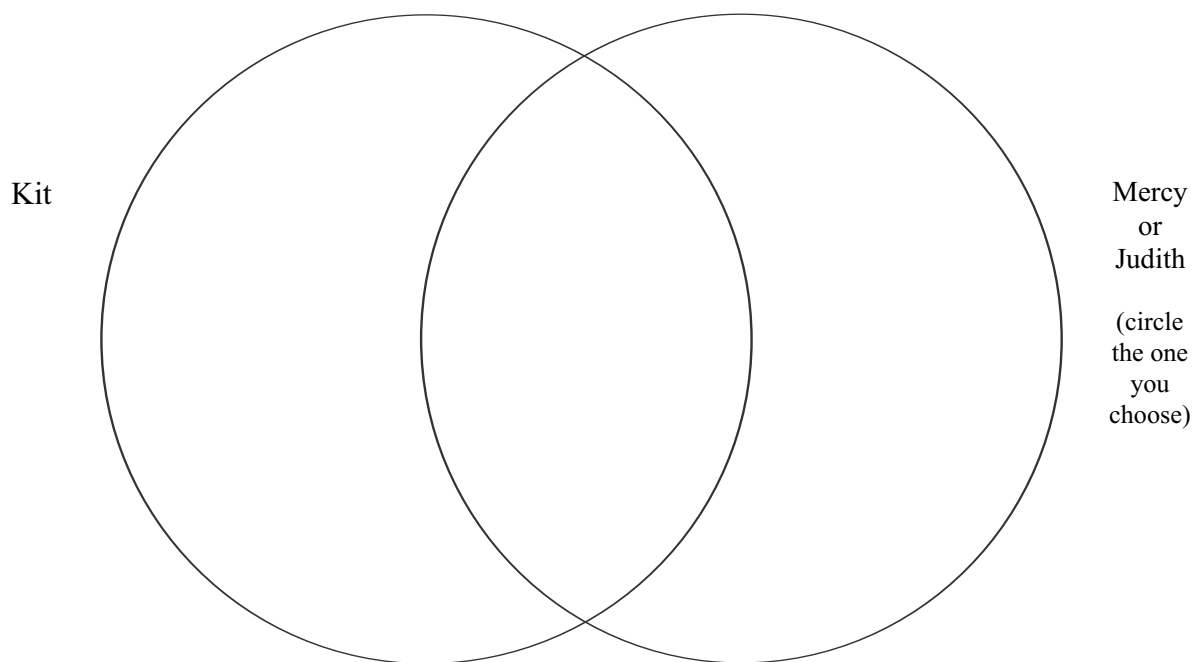
Topic: Compare and contrast Kit to either Judith or Mercy.

Using the writing process, compose a well-developed, one-page comparison/contrast essay that compares Kit to either Mercy or Judith. Remember that you must use examples from the novel to support your comparison.

Prewriting

In the left circle, brainstorm characteristics that are specific to Kit, and, in the right, brainstorm characteristics that are specific to the other character you have chosen for your essay. In the middle of the **VENN DIAGRAM**, you will brainstorm ways in which the characters are similar.

VENN DIAGRAM



Name: _____

Date: _____

Activity II: Writing Process**Chapters 20–21****Topic: Compare and contrast Kit to either Judith or Mercy.**

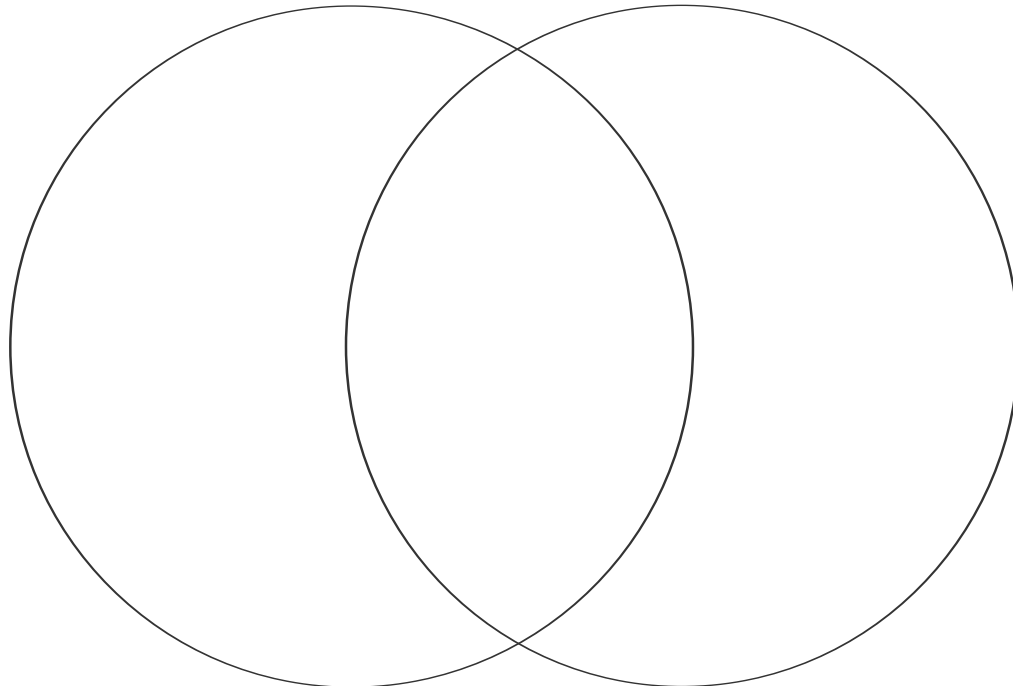
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VENN DIAGRAM

Kit

Mercy
or
Judith(circle
the one
you
choose)

Teacher's Page

The Witch of Blackbird Pond

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Drafting

Begin your essay with a topic sentence that states your topic. For example, you might say something like:

In *The Witch of Blackbird Pond* by Elizabeth George Speare, Kit and Judith, two of the female characters, exhibit more differences than similarities.

Using your characteristics from the **VENN DIAGRAM**, support your claims with examples from the text. You should organize your essay as follows:

- I. Introduction
- II. How Kit and Judith are similar
- III. How Kit and Judith are different
- IV. Conclusion

Conclude by restating your thesis, the point you have proven in your essay.

ROUGH DRAFT DUE DATE: _____

FINAL DRAFT DUE DATE: _____

*Note to Teacher: Establish due dates for both the rough and final drafts. Three to five days after you give the assignment should be sufficient for the rough draft. On that day, discuss the **PEER EDITING CHART** with the class before your students exchange papers and peer edit. Emphasize the need for three strong supporting points and explanations for each. Remind the students to include positive comments about the papers they edit, as no one wants to receive a completely negative evaluation. Tell the students to keep their **PEER EDITING CHARTS** since they will be required to turn them in with their final drafts. Establish the final draft due date. For most classes, two days after rough drafts would give students ample time to make the necessary changes.*

Editing, Proofreading, and Revising

Exchange papers with a classmate. Read your partner's essay, writing any questions that you have about it, and providing both suggestions and praise to the writer. Complete a **PEER EDITING CHART** for the paper you edit.

Name: _____

Date: _____

Drafting

Begin your essay with a topic sentence that states your topic. For example, you might say something like:

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Teacher's Page

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PEER EDITING CHART

Peer Editing Questions	Yes	No	Suggestions and Praise
Is the essay organized? Do the supporting points follow a logical order? If not, what needs to be moved or rewritten?			
Are there gaps in the essay? In other words, are there sections that need more explanation or more support? Provide suggestions.			
Are there transitions between points, or does the essay read like a list? How would you bring each point to an end and introduce the next?			
Does the essay explain, in detail, similarities and differences between the two female characters? Provide any suggestions to make improvements.			
Are there any misspelled words, run-on sentences, or fragments? Does the essay use appropriate word choice?			
What do you like about the essay? Name at least three positives.			

After your partner has edited and returned your essay, make the necessary changes and corrections. Read it aloud to yourself. If you stumble over words, you should revise these awkward sections, as well. Ask yourself if the essay adequately explains each character, and if the answer is no, add more explanation to make it more detailed.

Publishing

After you have revised your essay, it is time to write your final draft. Remember to be neat!

Name: _____

Date: _____

PEER EDITING CHART

Peer Editing Questions	Yes	No	Suggestions and Praise
Is the essay organized? Do the supporting points follow a logical order? If not, what needs to be moved or rewritten?			
Are there gaps in the essay? In other words, are there sections that need more explanation or more support? Provide suggestions.			
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Teacher's Page

The Witch of Blackbird Pond

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Activity I: Conflict

Wrap-Up

Objectives: Recognizing and analyzing internal and external conflict

Throughout the novel, Kit encounters one conflict after another. Some of these are internal—mental struggles that Kit experiences—and others are external—physical struggles that Kit experiences. With your small group, list as many of Kit's conflicts as you can in the appropriate spaces on the **CONFLICTS CHART**.

CONFLICTS CHART

Kit's Internal Conflicts	Kit's External Conflicts
<i>Kit must restrain her impulsiveness in order to fit in Wethersfield.</i>	<i>Kit must leave Barbados where she has lived her whole life.</i>
<i>Kit must decide whether or not to visit the schoolmaster to save her and Mercy's jobs.</i>	<i>Kit must learn to work in Puritan society by making corn pudding, spinning thread, and weeding onions.</i>
<i>Kit must decide whether or not to reveal Mercy's love for John.</i>	<i>Kit must save Hannah from the mob that is coming to arrest her.</i>
<i>Kit must sit quietly as William comes to call, knowing that she does not like to be taken by anyone.</i>	<i>Kit must defend herself in a trial for witchcraft.</i>
<i>Kit must decide to be honest to Matthew when confronted with her friendship of Hannah.</i>	
<i>Kit must decide if it is worth the risk to continue teaching Prudence.</i>	

Note to Teacher: There are many conflicts in the novel. We have provided several example answers, but students will likely find others. Accept reasonable responses. Ask groups to share their findings with the rest of the class. This activity may be adapted to include the conflicts other characters have in the novel.

Name: _____

Date: _____

Activity I: Conflict Wrap-Up

Throughout the novel, Kit encounters one conflict after another. Some of these are internal—mental struggles that Kit experiences—and others are external—physical struggles that Kit experiences. With your small group, list as many of Kit’s conflicts as you can in the appropriate spaces on the CONFLICTS CHART.

CONFLICTS CHART

Kit’s Internal Conflicts	Kit’s External Conflicts

Teacher's Page

The Witch of Blackbird Pond

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Activity II: Alternative Readers' Theater

Wrap-Up

Objectives: *Demonstrating comprehension and fluency through oral reading*
 Reading aloud using inflection and intonation appropriate to the text

Note to Teacher: Copy and post the SIGN-UP SHEET, and remind the students to list their group names and pages. Allow students time to practice, and then call on groups to read. They do not have to stand in front of the room. It may be preferable that they read from their seats, as they will rely on their voices, not their movements, to relay the mood. There are several key scenes in the novel that will work well for this activity. You may even want to assign groups to perform certain scenes throughout. The following scenes work well for readers' theater:

- Pages 12-15 (Doll in water scene)
- Pages 32-39 (Kit's arrival at Aunt Rachel's home)
- Pages 64-70 (William's first call on Kit)
- Pages 126-131 (The husking bee)
- Pages 187-201 (Kit's trail—may be broken into two or three parts)

Literature can come alive for us when we hear it read aloud. When read with proper emotion and speed, passages become more vivid and interesting, and the listener can better imagine the characters and their actions. With your small group, you will "perform" a selection from the novel by reading it aloud with feeling.

Your group should first choose a passage from *The Witch of Blackbird Pond* that is approximately four to six pages long. Check the SIGN-UP SHEET to be sure that no other group has already chosen the same passage. Add your group name and the pages you will read to the SIGN-UP SHEET.

To prepare for your performance, reread your passage silently. Then, assign equal portions of the text to each member of the group. Practice your parts by reading them out loud with your group. Since you will be *reading* your passage to the class, not acting it out, you do not need to worry about gestures or facial expressions; instead, you should concentrate on conveying emotions with your voice. Decide which feelings and attitudes exist in your passage. Use your voice to make your reading interesting and to portray moods, such as joy, excitement, anger, disappointment, and fear. Remember that changing your volume can help convey emotion; you might raise your voice to a near-shout or lower it to a whisper. You might also experiment with your pace, speeding up at exciting parts and slowing down at calmer ones.

After practicing your passage, perform it for your classmates. Keep your audience listening by making your reading full of feeling.

READERS' THEATER SIGN-UP SHEET

Group Name	Pages You Will Read

Name: _____

Date: _____

Activity II: Alternative Readers' Theater**Wrap-Up**

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Teacher's Page

The Witch of Blackbird Pond

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Activity III: Characterization/Character Triangle

Wrap-Up

Objectives: *Identifying and summarizing character traits*
Responding to literature by creating original poetry

Character Triangle

As you read the book, you completed the **CHARACTERIZATION CHART FOR KIT**, and you learned a lot about the characters in the novel. Using either the chart or your memories of the characters (Nat, Judith, Mercy, Matthew, Kit, John, Rachel, Goodwife Cuff), choose a character and design a **CHARACTER TRIANGLE**. Here is how you do it:

CHARACTER TRIANGLE

1. Write the character's name.
2. Write two of the character's personality traits.
3. Write three words that physically describe the character.
4. Write four words that describe the character's favorite place.
5. Write five words that name the character's beliefs.
6. Write six words that name the character's skills, talents, or hobbies.
7. Write seven words about how this character has helped or harmed other characters.

Example:

Hannah
resourceful independent
old weathered senile
lush green secluded comforting
wisdom truth perseverance love loyalty
gentleness gardening caring hospitality sacrifice friendship
supporter friend respite benefactor comforter teacher model

On a separate sheet of paper, create and illustrate your **CHARACTER TRIANGLE**. You will display your triangle in your classroom.

Name: _____

Date: _____

Activity III: Characterization/Character Triangle

Wrap-Up

Character Triangle

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5. Write five words that name the character's beliefs.
6. Write six words that name the character's skills, talents, or hobbies.
7. Write seven words about how this character has helped or harmed other characters.

Example:

Hannah
resourceful independent
old weathered senile
lush green secluded comforting
wisdom truth perseverance love loyalty
gentleness gardening caring hospitality sacrifice friendship
supporter friend respite benefactor comforter teacher model

On a separate sheet of paper, create and illustrate your **CHARACTER TRIANGLE**. You will display your triangle in your classroom.

Teacher's Page

The Witch of Blackbird Pond

Prestwick PowerPacks

Activity IV: Debate Alternative—Get Up and Do Something

Wrap-Up

Objective: *Working cooperatively to plan and/or carry through a group project
Forming and supporting an opinion about a theme from the text
Listening and responding respectfully and appropriately to others' responses
and opinions*

Freedom and the importance of obeying authority are central issues in this novel. Where do you stand on the following issue:

- Individual freedom is more important than doing things for the good of the community.

Using evidence from the novel and from contemporary society to support your opinion, take notes on both sides of the issue.

Note to Teacher: This alternative to debate does not allow for a winner or a loser, but it does facilitate valuable discussion with emphasis on elaboration, support, and consideration for the opposing view. You will need to rearrange the classroom for this activity, but you should do this after you have given the directions.

First, ask students either to agree or disagree with one, or both, of the issues. Make it clear that the students must support their opinions through textual examples or from contemporary examples. Provide the students fifteen to twenty minutes to make a decision and formulate their examples. Establish the ground rules:

- *You (or a student appointed by you) are the leader of the discussion, and students may only speak when you call on them. Anyone who calls out is eliminated from the discussion.*
- *Remind students to respect each other's opinions.*
- *Students may change their opinions throughout the discussion, as long as they can support their beliefs. That is why there are chairs in the middle.*

Next, divide the classroom in half, placing chairs on each side and several in the middle. Have students who agree sit on one side of the room, and students who disagree sit on the other side. As a student changes his or her mind, that student should move to a seat in the middle while undecided and then to the other side when fully "converted."

Begin the discussion by calling on volunteers, alternating sides of the argument. You should call on anyone who sits in the middle or changes sides. Learning what influences the students to change their opinions inspires more thoughtful discussion. Avoid sharing your opinion, as it may influence your students' decisions.

Establish a time limit for your discussion, ranging from ten to thirty minutes, depending on the size of your class.

Name: _____

Date: _____

Activity IV: Debate Alternative—Get Up and Do Something**Wrap-Up**

Freedom and the importance of obeying authority are central issues in this novel. Where do you stand on the following issue:

- Individual freedom is more important than doing things for the good of the community.

Using evidence from the novel and from contemporary society to support your opinion, take notes on both sides of the issue.

APPENDIX

SMALL GROUP LEARNING

Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

Social-Behavioral Objectives

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
 - A. Putting one's head down on the desk.
 - B. Reading or working on unrelated items.
 - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

Social-Intellectual Objectives

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.

2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F”
3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.

PROCEDURES FOR SMALL GROUP WORK

As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

Linguistic-Intellectual Skills to be Demonstrated

Examples of these skills in action

Explaining

It seems to me...
One way of looking at it...
How does everyone feel about...
The idea that...

Encouraging

What's your idea?
I didn't think of that.
Good idea!
That helps.
Good; go on with that thought.

Clarifying

Let's put it this way...
Perhaps if we draw a chart...
It may mean that...
How does this sound...
Where does this lead us?

Elaborating

That's right and it also may include...
Another instance of that is when...
A point we might also include...

Qualifying

I agree with your premise, but...
I see it leading somewhere else...
That is one reason, but it may also...
I agree with the examples, but I come to a different conclusion.
Does that conclusion hold up in every instance?

Questioning

Why do you say that?
What is the proof for that conclusion?
Is that a valid generalization?
How did you reach that point?

Disagreeing

It seems to me there could be a different reason.
But looking at it from his point of view..
We may be jumping to a conclusion without looking at all the facts.
Here's another way of looking at it...

Vocabulary

pinnaces (8)
throng (11)
wharf (11)
cuff (12)
dour (12)
daft (14)
heathen (14)
ducking (17)
indignant (17)
nonchalance (18)
daub (20)
eke (20)
cowed (20)
wraith (20)
punctilious (21)
intangible (24)
fretfully (25)
taunted (25)
frizzle (25)
constraint (25)
brocaded (27)

wan (27)
scudded (28)
casks (28)
abstracted (28)
haughtily (30)
grimly (30)
dubiously (75)
precarious (80)
indulgence (80)
masque (81)
raiment (81)
ingenious (80)
obstreperous (82)
hapless (82)
priggish (82)
cordially (82)
bedlam (83)
floundered (83)
incredulously (83)
wavered (86)

trencher (87)
seething (91)
flatiron (92)
malicious (92)
skein (98)
reproof (98)
docilely (103)
blanched (196)
adroit (109)
scythe (115)
spry (119)
nonchalant (119)
consternation (120)
apprehension (120)
wryly (124)
foreboding (124)
propitious (124)
buoyancy (134)

SAMPLE VOCABULARY WORD MAP

Definition

loyalty to a person,
group, or cause

2 synonyms

loyalty
duty

Vocabulary Word

allegiance

1 antonym

unfaithfulness

When would you use the word?
What would it describe, or who or
what would commit the action if
the word is a verb?

The pledge of allegiance
Immigrants take an oath
of allegiance.

VOCABULARY WORD MAP

Definition

2 synonyms

Vocabulary Word

1 antonym

When would you use the word?
What would it describe, or who or
what would commit the action if
the word is a verb?

