

## Novel•Ties

# Moon Over Manifest

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## A Study Guide

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## For the Teacher

This reproducible study guide to use in conjunction with the book *Moon Over Manifest* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

*Novel-Ties® are printed on recycled paper.*

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**Santa Fe Railway; Hattie Mae’s News Auxiliary; Path to Perdition; Shady’s Place; First Morning; Sacred Heart of the Holy Redeemer Elementary School; Fort Treeconderoga; Main Street, Manifest; Miss Sadie’s Divining Parlor**

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |                                      |
|----------------|--------------------------------------|
| 1. lumbered    | a. period of long ago                |
| 2. vigilant    | b. unwilling; opposed                |
| 3. perdition   | c. run-down; decayed                 |
| 4. dilapidated | d. keenly watchful to detect danger  |
| 5. sparse      | e. puzzling or dangerous situation   |
| 6. antiquity   | f. thinly scattered; scanty          |
| 7. predicament | g. willing or quick to receive ideas |
| 8. receptive   | h. moved heavily or awkwardly        |
| 9. reluctant   | i. complete destruction or ruin      |

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1. I knew that the class was \_\_\_\_\_ to my ideas when they applauded my speech.
2. This museum has many statues from \_\_\_\_\_.
3. The ship’s captain was \_\_\_\_\_ to set sail during the storm.
4. After a summer with little rainfall, the grass was dry and \_\_\_\_\_.
5. The speaker warned the crowd that bad behavior led to \_\_\_\_\_.
6. The crew of workers set about repairing the \_\_\_\_\_ barn.
7. The old grizzly bear \_\_\_\_\_ through the clearing in the woods.
8. The mother fox was \_\_\_\_\_ when intruders threatened her offspring.
9. When the bridge was washed away in the storm, many drivers found themselves in a terrible \_\_\_\_\_.

**Santa Fe Railway; Hattie Mae's News Auxiliary; Path to Perdition; Shady's Place; First Morning; Sacred Heart of the Holy Redeemer Elementary School; Fort Treeconderoga; Main Street, Manifest; Miss Sadie's Divining Parlor (cont.)**

Read to find out how Abilene settles into the community of Manifest.

**Questions:**

1. Why was Abilene traveling to a town she had never seen before?
2. What did Abilene mean when she said, "I liked imagining that the chain of that broken compass was long enough to stretch all the way back into his pocket, with him at one end and me at the other"?
3. Why did Abilene jump off the moving train instead of waiting for it to pull into the station?
4. What were Abilene's first impressions of Pastor Howard and his home? What struck her as unusual?
5. How did the actual town of Manifest compare with the town described by Abilene's father?
6. Why did Abilene want to read old editions of the *Manifest Herald* and poke around Shady's living quarters?
7. Why did Abilene think her new life with Shady was luxurious?
8. What did Abilene mean by the term "universals"?
9. Why was Abilene rude to Lettie and Ruthanne when they first visited her at the tree house?
10. Why were the girls frightened by the note left on "Fort Treeconderoga"?
11. Why did Abilene visit Miss Sadie's home? Why did she return after her first frightening visit?

**Questions for Discussion:**

1. Why do you suppose Gideon sent Abilene to Manifest after she developed an infection from a wound?
2. Why do you think Abilene was fascinated by her daddy's compass that she found in a cigar box?
3. What do you think Hattie Mae was referring to when Abilene overheard her say to Shady, "she needs to know"?
4. Why might Abilene have allowed her classmates to believe that her mother was dead?

**Santa Fe Railway; Hattie Mae’s News Auxiliary; Path to Perdition; Shady’s Place; First Morning; Sacred Heart of the Holy Redeemer Elementary School; Fort Treeconderoga; Main Street, Manifest; Miss Sadie’s Divining Parlor (cont.)**

5. Why do you think Sister Redempta gave Abilene a summer writing assignment?
6. Do you think Miss Sadie will provide a link to Gideon for Abilene?

**Literary Devices:**

- I. *Simile*—A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

The movement of the train rocked me like a lullaby.

What is being compared?

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How does this help you imagine the experience of riding the train?

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- II. *Metaphor*—A metaphor is a suggested or implied comparison between two objects. For example:

I’ve been in and out of schools before, but I’d always been in the protective shade of my daddy. Here I was alone and exposed to the heat and clamor of the day.

What is being compared?

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What does this reveal about the role of Gideon in Abilene’s life?

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**Literary Element: Setting**

Setting refers to the time and place of the events in a work of literature. What are the two settings in *Moon Over Manifest*?

1. \_\_\_\_\_
2. \_\_\_\_\_

**Social Studies Connection:**

On page two of this study guide, read the Background Information about the Great Depression and the drought that made economic conditions even worse during the 1930s. Discuss with your classmates conditions that affected the Midwest, where the novel is set.



**Triple Toe Creek; A Bargain is Struck; Likely Suspects; Hattie Mae’s News Auxiliary; Miss Sadie’s Divining Parlor; The Art of Distraction; Frog Hunting; Miss Sadie’s Divining Parlor**

**Vocabulary:** Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u>       | <u>B</u>      |
|----------------|---------------|
| 1. intrigued   | a. anger      |
| 2. concoction  | b. repayment  |
| 3. rile        | c. cheerful   |
| 4. pathetic    | d. praised    |
| 5. restitution | e. mixture    |
| 6. saunter     | f. joyous     |
| 7. convivial   | g. stroll     |
| 8. touted      | h. fascinated |
| 9. jubilant    | i. pitiful    |

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1. In the early evening, my aunt likes to \_\_\_\_\_ around her garden, examining the flowerbeds.
2. I knew my cat wanted food when I heard her \_\_\_\_\_ cries coming from the kitchen.
3. I was \_\_\_\_\_ by the magician who made his subject seem to float on air.
4. After the war, the nation that had begun the violence had to make \_\_\_\_\_ to other countries.
5. The advertisement \_\_\_\_\_ the virtues of a medicine that claimed to cure the common cold.
6. One thing that will definitely \_\_\_\_\_ our teacher is the failure to turn in assignments on time.
7. The \_\_\_\_\_ atmosphere of Mrs. Price’s home drew many visitors to her door.
8. After our victory on the football field, our coach could only be described as \_\_\_\_\_.
9. When Julie had a cold, her mother brewed her a(n) \_\_\_\_\_ of tea, honey, and lemon.