

# WOLF HOLLOW

Novel Study

# UNIT CONTENTS

- 20 Literary Analysis Assignments
- 20 Close Reading Assignments
- Mock Trial Unit – Readings, Activities, Exam, Trial Script
- 20 Mini-Quizzes – Check for Understanding
- 3 Novel Quizzes
- 1 Final Literary Assessment & Map Test
- Building Background Knowledge Resources
- 3 Vocabulary Crossword Puzzles
- 3 Vocabulary Quizzes
- Vocabulary Graphic Organizers
- 2 Final Projects
- Instructional Pacing Guide
- Digital Links for Google Drive™
- Answer Keys for ALL resources!

# LITERARY ANALYSIS

**Literary Analysis 1**      Name: \_\_\_\_\_      Date: \_\_\_\_\_

**Prologue – Chapter 2**

1. What is Chapter 1 mostly about? Summarize with key details and support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Describe at least three aspects of the setting of the novel. What mood does the setting create? Explain and support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. What is the point of view and narrator of the novel? How old is the narrator when they tell the story? How might that affect the narration and the retelling of the story? Support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What conflict does the main character face? How does this conflict affect her? Think of at least two ways and support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Characterize Betty. What kind of person is she? Support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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- 20 Assignments  
- 9 Questions  
Each
- Common Core-  
Aligned Material
- Prompts  
Require Textual  
Evidence
- Depth of  
Knowledge  
Questions

6. On page 2, Annabelle states, "The year I turned twelve, I learned that what I said and what I did mattered." Based on the novel so far, why might Annabelle learn this lesson? Explain and support with textual evidence.

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7. Describe Annabelle's relationship with her family. How does she feel about her family? Why? Support with evidence from the text.

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8. Summarize Annabelle's flashback about how Wolf Hollow got its name. How is the flashback effective in the story? Support with evidence from the text.

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9. What is Annabelle's plan to deal with Betty? Do you think it will work? Why or why not? Support with evidence from the text.

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Directions: Identify an example of figurative language that resonates with you. In the space below, draw the image the figurative language creates. Write the quote and page number.

Quiz:

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Visualization  
Section -  
Figurative  
Language

Mini-Quiz -  
Check for  
Understanding

Designed to  
Differentiate  
for Centers

Practice Re-  
Reading to Cite  
Evidence

## RESOURCE ALSO INCLUDES...

Discussion Questions ● Answer Keys ● Google Drive™  
Links

# CLOSE READINGS

<b>Close Reading 3</b>	Name: _____	Date: _____
<b>Chapter 5 – Character</b>		
• Characterization = Determining _____ or character _____ based on evidence.		
• _____ character = Character that changes		
• _____ character = Character that stays the same.		
Directions: Fill out the following graphic organizer.		
<b>Toby – What kind of person is he?</b>		
Evidence:		
Evidence:		
Evidence:		
<b>Character Analysis</b>		
1. What kind of person is Toby? Characterize him and support with textual evidence.		
_____		
_____		
_____		
_____		
2. Reread the beginning of Chapter 5. Summarize Annabelle and Toby's interaction. What happens? Support with textual evidence.		
_____		
_____		
_____		
_____		

➤ 20 Assignments

➤ Notes for  
Literary  
Elements

➤ Graphic  
Organizers to  
Scaffold  
Learning

➤ Literary Skills–  
Based

## Chapter 6 – Tone, Mood, and Word Choice

- Tone is the \_\_\_\_\_ of the author or character towards a subject.
- Mood is how the \_\_\_\_\_ feels or the \_\_\_\_\_ evoked by the work.
- One way tone and mood are accomplished is through \_\_\_\_\_.

\*Oftentimes, tone creates a mood in the text\*

Directions: Let's practice how tone can be created just by emphasizing specific words. Repeat the following sentences, emphasizing the **bold, underlined** words. Then write one word that describes the tone the sentence creates.

- I need your help. \_\_\_\_\_
- I **need** your help. \_\_\_\_\_
- I need **your** help. \_\_\_\_\_
- I need your **help**. \_\_\_\_\_

Let's Practice: Read the following passage, circling/highlighting words that contribute to the speaker's tone/feeling/attitude. Then, answer the questions that follow.

For the next few days, Betty seemed to ignore me. I walked to and from school without incident, spent each recess playing games with my friends, and took lessons at the chalkboard with Mrs. Taylor uneventfully, while Betty and Andy huddled at their desks behind her back, whispering and grinning. At recess, they disappeared, came back to lessons late, left school together, arrived the same way in the morning.

1. What is the narrator's attitude towards the events described in the passage? How does the author create this tone? Support with textual evidence.

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2. What mood does the narrator's tone towards the events described create? Support with evidence from the text.

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3. Why do you think the author uses this tone to create the mood you identified in #2? Support with evidence from the text.

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➤ Depth of Knowledge Questions

➤ Common Core-Aligned Material

➤ Great for Rotation Centers

➤ Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# ASSESSMENTS

## Comprehension Mini-Quizzes 1-4

Name: \_\_\_\_\_

**Prologue – Chapters 1 & 2**

1. How old is the narrator? What is her name?
2. What does the narrator break?
3. What does Betty threaten to do if Annabelle does not bring her something?

Name: \_\_\_\_\_

**Chapters 3 & 4**

1. What is the name of the "strange" man that roams around Wolf Hollow?
2. What does this man borrow/keep from Annabelle and her family?
3. What does Annabelle give Betty?

Name: \_\_\_\_\_

**Chapter 5**

1. What is Aunt Lily's job?
2. What does Toby give Annabelle? List 2 items.
3. Who does Betty stand up to at school?

Name: \_\_\_\_\_

**Chapter 6**

1. What does Betty do to the quail?
2. Who stands up for Annabelle and her brothers?
3. What does Betty get sick from?

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➤ 20 Mini-Quizzes  
- 3 Questions  
per Reading

➤ Complete on  
Google Forms™

➤ 2 Novel  
Quizzes

➤ 2 Final  
Assessments

**SECTION I: Order the following events of the novel in chronological order**

- \_\_\_\_\_ - Betty threatens Annabelle with a big stick.  
 \_\_\_\_\_ - Annabelle and her parents visit the Glengarrys to talk about Betty's bullying.  
 \_\_\_\_\_ - Ruth suffers an eye injury and loses her eye.  
 \_\_\_\_\_ - Annabelle gives Toby food and he gives back her penny.  
 \_\_\_\_\_ - James gets hurt when he runs into a sharpened wire tied between two trees.

**SECTION II: Mark true statements with a T, and false statements with an F**

- \_\_\_\_\_ - Annabelle's mother wins a camera and film for life in a Kodak competition.  
 \_\_\_\_\_ - Ruth gets hit in the eye with a hickory nut.  
 \_\_\_\_\_ - Annabelle has two brothers, James and Toby.  
 \_\_\_\_\_ - Annabelle tries to give Betty a silver dollar after Betty threatens her.  
 \_\_\_\_\_ - Betty accuses Toby of being on the hillside and throwing the object that hurts Ruth.

**SECTION III: Fill in the blank**

- When Annabelle gets a penny to give to Betty, she breaks a \_\_\_\_\_.
- \_\_\_\_\_ is the teacher of Annabelle and the other children of Wolf Hollow.
- Toby fought during \_\_\_\_\_ and his experience may contribute to his "strangeness".
- Betty kills a \_\_\_\_\_ by snapping its neck.
- Betty says that her father is \_\_\_\_\_.

**SECTION IV: Multiple-choice**

- \_\_\_\_\_ Which of the following is a conflict that Annabelle **does not** face in the first chapters of the novel?
  - Annabelle is bullied by Betty
  - Annabelle gets in a verbal argument with her Aunt Lily
  - Annabelle lies to her parents about her problems
  - Annabelle struggles to help prove that Toby is innocent

➤ Depth of Knowledge Questions

➤ Common Core-Aligned Materials

➤ Essay Prompts

➤ Comprehension & Analysis Resources

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links



# MOCK TRIAL RESOURCES

## Mock rial

Constitutional Laws: Amendment VI

Name: \_\_\_\_\_

Directions: Read the following article and constitutional amendment and answer the questions that follow.

After the U.S. Constitution was ratified by the majority of delegates at the Constitutional Convention in 1787, several states called for more protection of individual freedoms. As a result, James Madison drafted amendments to the Constitution. The first ten amendments became known as the Bill of Rights. The Bill of Rights protects freedom of speech, religion, press, the right to bear arms, and various other liberties. The sixth amendment in the Bill of Rights specifically establishes the rights of the accused. The amendment continues to shape our legal system and constitutional laws today. The amendment is as follows:

### The United States Constitution: Amendment VI

“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.”

The United States has undergone many changes since the adoption of the sixth amendment. There are far more states, more people, and a more complex society. Various court cases and trials have clarified the clauses of the amendment.

Directions: Let’s interpret the clauses of the sixth amendment and then take note of the legal definition.

Clause	Interpretation – What do you think it means? Re-state in your own words.
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial	
by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law	

Engaging  
Readings &  
Assignments

Trial &  
Courtroom  
Vocabulary

Final Judiciary  
Exam

Trial Script &  
Suggestions for  
*Wolf Hollow*

# Mock rial

File for the Trial: Witness Selection

Name: \_\_\_\_\_

## Witness Selection

Directions: Before the trial script is written, it is important to determine the witnesses for each side. After selecting the witnesses, write a 1-2 sentence statement that summarizes what the witness saw. If the witness is a character witness, write a 1-2 sentence statement that summarizes what they know about the defendant's character.

Defense	Prosecution
Witness for Defense:	Witness for Prosecution:
Statement:	Statement:
Witness for Defense:	Witness for Prosecution:
Statement:	Statement:
Witness for Defense:	Witness for Prosecution:
Statement:	Statement:

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Use for  
Centers or  
Rotation Model

Common Core-  
Aligned Material

Cross-  
Curricular  
Learning

Collaborative  
Work

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# VOCA BULARY

## Vocabulary Quiz 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Chapters 1-9

#### SECTION I: Match the correct definition, synonym, or antonym with the correct word

- |                           |  |
|---------------------------|--|
| 1. _____ <b>Wistfully</b> | a. Synonym: Excited, hysterical                                    |
| 2. _____ <b>Oblige</b>    | b. Definition: A temporary relief from an unpleasant situation     |
| 3. _____ <b>Reprieve</b>  | c. Synonym: Irritable, crabby                                      |
| 4. _____ <b>Dubious</b>   | d. Antonym: Certain, definite                                      |
| 5. _____ <b>Sporadic</b>  | e. Definition: Do as someone asks or wants in order to please them |
| 6. _____ <b>Feverish</b>  | f. Synonym: Yearn, longingly                                       |
| 7. _____ <b>Peevishly</b> | g. Antonym: Frequent, steady                                       |

#### SECTION II: Fill in the blank

1. Although my brother finds chess fun and exciting, I find it \_\_\_\_\_ and boring.
2. The two sisters were \_\_\_\_\_ gamblers. No one could get them to break their addiction.
3. My grandfather's store has become a \_\_\_\_\_ to him since he cannot run it anymore.
4. Even though it snowed several inches overnight, the kids were \_\_\_\_\_ to the fact that they would still have to go to school.
5. He was so \_\_\_\_\_ toward people with children that he refused to give up his seat for a mother and her child.
6. She gave her friend a \_\_\_\_\_ glance as she tried to pass her a note in class.
7. The kids' apparent \_\_\_\_\_ towards movie options resulted in an argument after the parents picked one they did not want to watch after all.
8. The vacation was a nice \_\_\_\_\_ from the hustle and bustle of work and family.

**BURDEN – INCORRIGIBLE – CONTEMPTUOUS – TEDIOUS – RESPITE – INDIFFERENCE – FURTIVE  
– RESIGNED**

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Vocabulary  
Words List

3 Crossword  
Puzzles

3 Vocabulary  
Quizzes

Variety of  
Graphic  
Organizers

Crossword Puzzle 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Chapters 19-27

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**WORD BANK:** ABASHED, BARRAGE, CAPRICIOUS, CONFRONTED, CONVERGED, FRACTIOUS, GUMPTION, IMMINENT, INTENSIFIED, IRREFUTABLE, REFUGE, REFUTED, RESILIENCE, SCRUTINIZED, SKEPTICAL

Puzzle made at puzzle-maker.com

➤ Spiraling Rigor and Challenge

➤ Expanding Understanding

➤ Essential Definitions

➤ Application in Context

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# BUILDING BACKGROUND KNOWLEDGE

Building Background Knowledge			Name:	Date:
Farm Life				
Directions: The story of <i>Wolf Hollow</i> is set in the 1940's on a farm in Western Pennsylvania. The narrator references various aspects of her farm, surrounding area, and life. Let's research these references to help us accurately visualize the setting as we read.				
Term	What is it?	Draw it!		
Hollow (Geography)				
Farmhouse				
Victory Garden				
Barn				
Hayloft				
Cistern + Pump				
Crop fields (furrowed)				

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➤ Bonus Material!

➤ 3 Nonfiction Readings

➤ Build Background Knowledge

➤ Topics on Farm Life, Great Depression & More

Building Background Knowledge

Name:

Date:

### The Great Depression

After World War I, the United States experienced a time of **unprecedented** economic growth and prosperity. The "Roaring Twenties" was a period when America's wealth more than doubled. Almost everyone that had a penny to spare invested in the stock market. However, as the stock market grew, unemployment and production were declining. The country's agriculture industry was suffering from drought and low food prices. Also, investments in the stock market became worthless as investors panicked and began selling off shares. Finally, the stock market crashed in October 1929, kicking off the Great Depression.



Unemployed men queued outside a soup kitchen opened in Chicago. Image used under license from shutterstock.com

With the collapse of the economy, people lost money, jobs, investments, and homes. Unemployment skyrocketed as businesses decreased production and had to fire workers. Suddenly, many people did not even have enough money to buy food. Homelessness and hunger were rampant. At its worst, unemployment reached 25%.

As the U.S. struggled to recover, Americans elected Franklin D. Roosevelt (FDR) president. FDR immediately took steps to address and resolve economic issues as well as ease the pain and suffering of the people. FDR passed new legislation that aimed to prevent such a disaster from ever happening again. He also worked to create programs that would create new jobs to greatly ease unemployment. Despite the government's efforts to pull the economy out of the depression, it still faced many obstacles. The Great Depression effectively endured until the start of World War II in 1939, which instigated military mobilization. Industrial production of war materials increased and enlistment into the army decreased unemployment rates as the United States prepared for and entered the war in 1941.

The United States was not the only country experiencing economic disaster during the 1930's. Countries around the globe felt the effects of America's economy's collapse. Specifically, European countries underwent their own economic downturns as a result.

Germany faced a unique set of challenges during this time. As the Great Depression spread throughout Europe, the crisis weakened Germany's economy because countries tried to collect debt payments owed from WWI reparations. With the economy faltering, the German people became increasingly dissatisfied with the government. Eventually this dissatisfaction manifested itself in the choice to back another leader, Adolf Hitler, a choice that led to a series of events culminating in the outbreak of World War II.

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➤ Common Core-  
Aligned Material

➤ Text  
Connections to  
Novel

➤ Use for  
Centers or  
Rotation Model

➤ Cross-  
Curricular  
Learning

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# TEACHING RESOURCES

## Pacing Guide

The following pacing guide outlines a suggested schedule of lessons, readings, and activities in order to complete a 6-WEEK study of *Wolf Hollow* and *Mock Trial*. The pacing guide may need to be adjusted to meet the rhythm of your classroom and needs of your students.

➤ Bonus Material!

➤ Standards Alignment

➤ 6-Week Unit

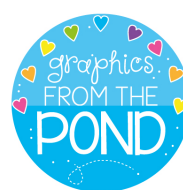
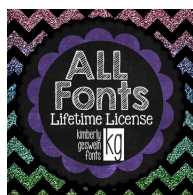
➤ Instructional Pacing Guide

<p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Building Background Knowledge – Farm Life and Idioms</li> <li>Building Background Reading 1, 2, and/or 3</li> <li>OPTION: Have students work in stations to complete all work</li> </ol>	<p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 1 – Prologue-Chapter 2</li> <li>Literary analysis 1 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 1 – whole class, small groups, and/or pull-outs</li> <li>Introduce mock trial project - vocabulary</li> </ol>	<p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 2 – Chapters 3-4</li> <li>Literary analysis 2 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 2 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Constitutional Laws: Amendment VI</li> </ol>
<p><b>Day 4</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 3 – Chapter 5</li> <li>Literary analysis 3 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 3 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Constitutional Laws: Amendments V and XIV</li> </ol>	<p><b>Day 5</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 4 – Chapter 6</li> <li>Literary analysis 4 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 4 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Legal Duties: Burden of Proof &amp; Presumption of Innocence</li> </ol>	<p><b>Day 6</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – crossword puzzle</li> <li>Reading 5 – Chapters 7-8</li> <li>Literary analysis 5 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 5 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Who Does What? TRIAL! (Bingo)</li> </ol>
<p><b>Day 7</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – quiz</li> <li>Reading 6 – Chapter 9</li> <li>Literary analysis 6 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 6 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Steps in a Trial Sort</li> </ol>	<p><b>Day 8</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 7 – Chapters 10-11</li> <li>Literary analysis 7 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 7 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Jury Selection: How Can a Jury Be Impartial?</li> </ol>	<p><b>Day 9</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 8 – Chapters 12-13</li> <li>Literary analysis 8 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 8 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – Questions: Leading vs. Direct</li> </ol>
<p><b>Day 10</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 9 – Chapters 14-15</li> <li>Literary analysis 9 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 9 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – File for the Trial Overview &amp; File for the Trial: Conflict</li> </ol>	<p><b>Day 11</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 10 – Chapter 16</li> <li>Literary analysis 10 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 10 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – File for the Trial: Conflict &amp; Type of Case and Sides</li> </ol>	<p><b>Day 12</b></p> <ol style="list-style-type: none"> <li>Vocabulary work – 3 words</li> <li>Reading 11 – Chapter 17</li> <li>Literary analysis 11 – whole class, small groups, and/or pull-outs</li> <li>Fiction close reading 11 – whole class, small groups, and/or pull-outs</li> <li>Mock Trial – File for the Trial: Witness Selection</li> </ol>

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