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

**Novel Activities for** **I Survived The Children’s Blizzard, 1888**

**Part 1: Figurative Language Word Bank: simile, personification, onomatopoeia**

Tell the type of figurative language used in the following examples below.

1. (pg. 1) The wind screamed in his ears as he staggered through the blinding snow. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. (pg. 2) The furious wind pounded him, tore at him, spun him around. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. (pg. 14) Of all of the sounds of the prairie, nothing chilled John’s blood more than the shshshshsk shshshshsk shshshshshk of a rattler shaking its tail. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. (pg. 26) The water was like a mirror, and it matched the bright blue sky. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. (pg. 66) After seven days of being cooped up because of the cold, the kids at school acted like bank robbers who’d escaped from jail. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. (pg. 78) The wind screamed louder. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2: Inferencing/Show Don’t Tell:** What can you infer from the following text? The first one is done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| **Page** | **Text** | **Schema (What I already know)** | **Inference** |
|  1 | The monster storm had come out of nowhere, a massive black cloud moving faster than a train. | I know trains are really fast. | The black cloud must be moving really fast. |
| 5 | John sped up, looking all around. It was hard to see through the grass, which rose up so high it tickled his neck. **A unicorn could be prancing by, and John wouldn’t have noticed.** |  |  |
| 12 | The school was barely big enough to fit all fifteen students. |  |  |
| 36 | Suddenly the guys all started talking at once, their voices getting louder and louder, their words all swarming together. |  |  |

**Show not tell:**

Using pages 62-63, write 2 examples from the text that show us just how cold it is outside.

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

**Part 3: Character Traits**

1. **On page 6, the author describes the teacher, Miss Ruell. What is a character trait you would use to describe her? How do you know?**

|  |  |
| --- | --- |
| **Character Trait:** | **Evidence:** |
|  |  |

1. **Using page 29, describe Peter as a student in school. Give a piece of evidence to support your answer.**

|  |  |
| --- | --- |
| **Character Trait:** | **Evidence:** |
|  |  |

1. **Use chapter 14 to provide evidence showing that John is a caring brother.**

|  |  |
| --- | --- |
| **Character Trait:** | **Evidence:** |
| caring |  |

**Part 4: Compare and Contrast**

Use the book and your schema to write down at least 1 way schools in 1888 were similar to today and at least 1 way they were different.

Same: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Different: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How was **travel** different back in 1888 vs. today?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 5: Visualization**

1. Using the text on page 8, draw a map of John’s little town, Prairie Creek.

|  |
| --- |
|  |

**Part 6: Cause and Effect**

|  |  |
| --- | --- |
| **Cause** | **Effect** |
|  | John cannot eat the squirrel stew. |
| John stepped back not realizing he was at the edge of the creek. |  |
| A hunk of the schoolhouse roof came flying through the air and smacked the horse on the back. |  |
|  | It is called The Children’s Blizzard. |