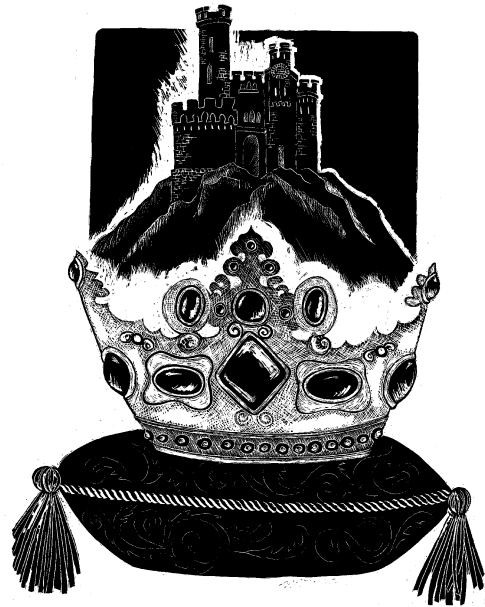


Critical Reading Activities for the Works of Katherine Paterson



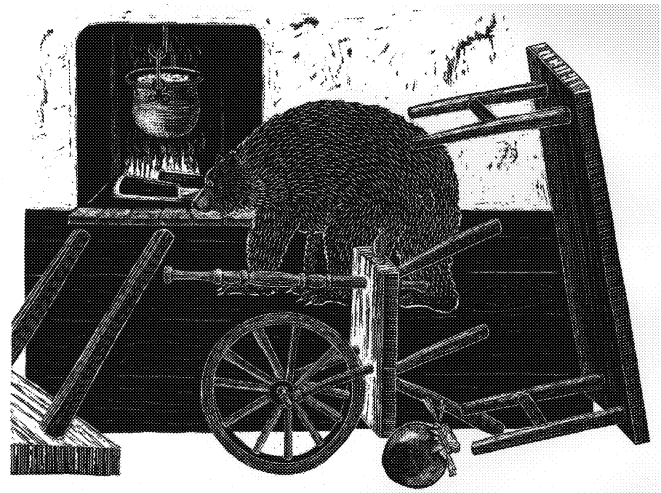
Bridge to Terabithia



The King's Equal





Jacob Have I Loved






Lyddie

Jennifer Blanchard
illustrated by Margery Niblock

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Check Your Comprehension

BRIDGE TO TERABITHIA

Directions: To test your comprehension of the story, give complete answers to the following questions.

1. Why does Jess wake up at dawn to go outside and run? _____

2. Why does Jess feel a little sorry for Leslie on her first day at school? _____

3. What happens at recess on the first day of school? How does Jess react? _____

4. Why do the other girls make fun of Leslie? What gesture of friendship does Jess make later that day?

5. Why does Leslie think up Terabithia? _____

(continued)



Check Your Comprehension *(continued)*

BRIDGE TO TERABITHIA

6. Why do Jess and Leslie write the phony love letter to Janice Avery? _____

7. What does Jess give Leslie for Christmas? What does Leslie give Jess? _____

8. Why isn't Jess with Leslie on the day that she falls into the creek? _____

9. What is Jess's first reaction when Brenda tells him that Leslie is dead? _____

10. What does Jess do with the lumber that Leslie's dad leaves at the Perkins place? _____



Reading Strategies Questions

JACOB HAVE I LOVED

In *Jacob Have I Loved*, Katherine Paterson uses **point of view**, or perspective, to tell her story. The story is written from the perspective of Sara Louise Bradshaw as an adult looking back on her youth. One of the ways Katherine Paterson reminds her readers that she is using this perspective is through phrases such as “thinking back” or “I know that now.” This perspective allows Louise to look at things differently than she would have as a young girl. Also, Louise is frequently shown by other characters that her point of view is not one they share.

Directions: For each of the questions below, think about the narrator’s point of view and how it influences the way she tells her story.

1. Find two passages in the book that show that the narrator of *Jacob Have I Loved* is the adult Louise, looking back on her youth. Note the page numbers, and at least part of the two passages, below.

2. Find a passage in the book where Louise learns that her perspective, or point of view, is different from that of other people. Note the page number and passage below.

3. Choose one of the passages you mentioned in Question 1 above. Describe Louise’s point of view in this passage. How is she able to think about things as an adult, looking back? Do you think she could have had the same perspective as a young girl?

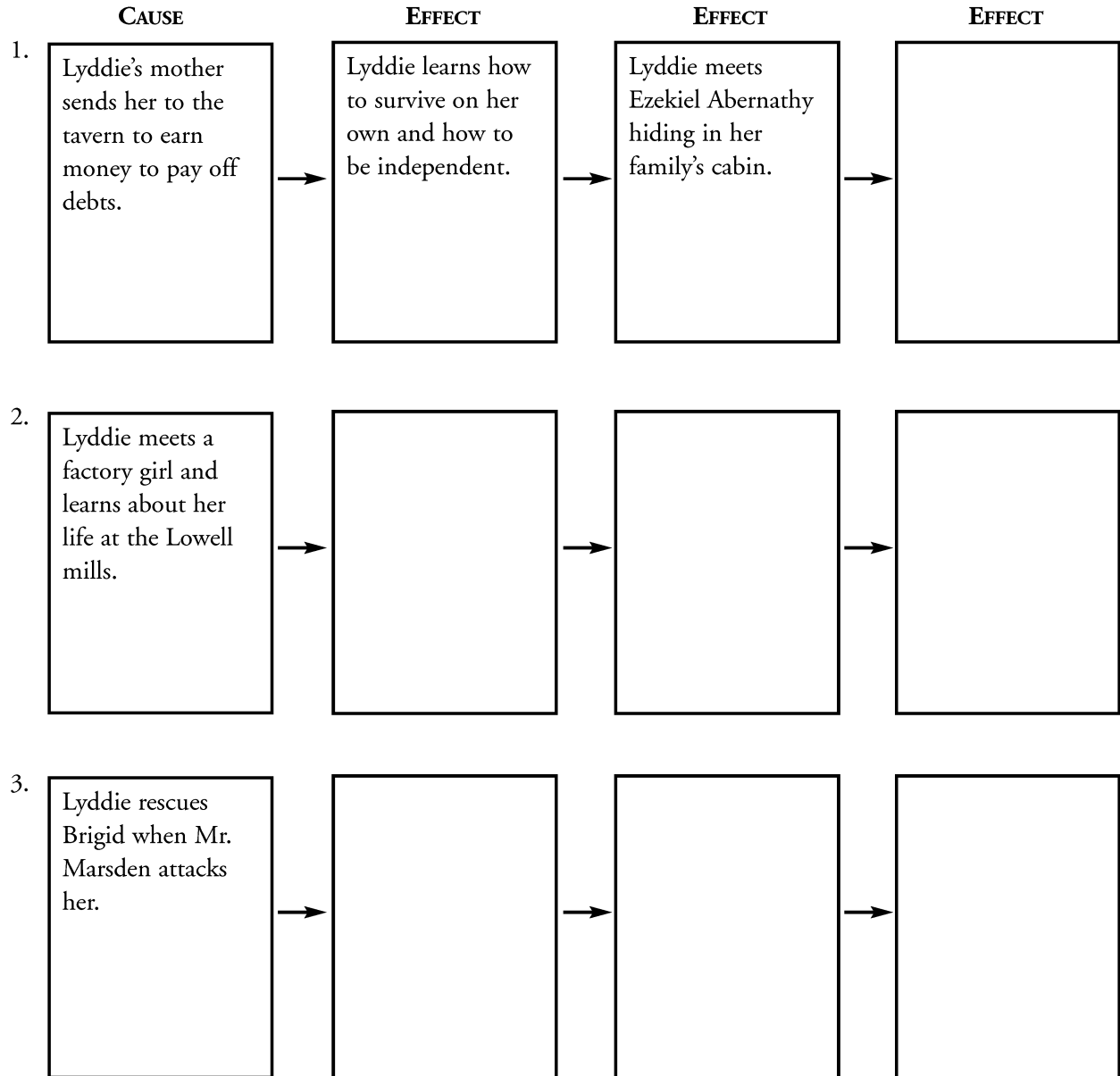
4. People often change their points of view as they grow older and gain new and different perspectives on things. Do you think Louise’s perspective on Caroline, Rass Island, or her grandmother has changed by the end of the book?



Graphic Organizer: Cause and Effect

LYDDIE

Use the following cause-and-effect diagrams to think about how Lyddie's life is affected by things she *can't* control as well as by things she *can* control. For each cause, write down some effects that result from it. The first one is partially done for you. You can make additional boxes if you need them.



Discussion Questions

THE KING'S EQUAL

Directions: Use examples from the book to answer the following questions about *The King's Equal*. Your teacher may ask you to write essay answers or to participate in an oral discussion. Use the space after each question to make notes for either an essay or a discussion.

1. Why does the king give such a blessing to Prince Raphael? What does he hope will happen if Raphael must marry a woman who is his equal?

2. Two people might be considered "equals" for many reasons. How does Rosamund decide that she and Raphael have finally become equals? Does this seem like a good way to define what it means for people to be equals?

3. In many ways, Raphael appears to have the most power of all the characters in the book: He can tax and work the people of his kingdom, he can have as much money and freedom as he wants. What power do other characters in this book have? For instance, think about Rosamund: What power does she have over Raphael? What about other characters? How do they use their power—for good or bad, for themselves or for others?

(continued)



Discussion Questions *(continued)*

THE KING'S EQUAL

4. Why does the wolf help Rosamund? How does this show a difference between Rosamund and Raphael?

5. Sometimes people change their behavior simply to get something they want. Do you think this is what Raphael does, or does he make a real change? How can you tell?

6. At the end of *The King's Equal*, Rosamund says, "A man who has friends is truly rich." What does she mean by this? How does this statement show the lesson, or message, of this book?

