

Prairie Lotus



By
Linda Sue Park

A Novel Study
by Nat and Joel Reed

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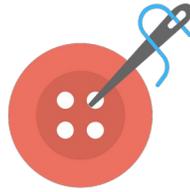


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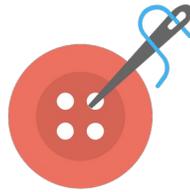
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About the Author: Nat Reed, a member of the teaching profession for more than 35 years, served as a full-time instructor at Trent University's Teacher Education Program for nine years. For more information on his work and literature, please visit reednovelstudies.com.

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Suggestions and Expectations

Each chapter of the novel study focuses on three chapters of *Prairie Lotus* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story... **and many others.**

Themes which may be taught in conjunction with the novel include the American frontier (1880s), prejudice and racism, establishing one's personal identity, resilience, dealing with grief, the importance of belonging.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *personification*
4. Identify *syllables*
5. Identify *anagrams*
6. Listing compound words
7. Identifying parts of speech

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Five W's and an H Chart
3. Create a synopsis
4. Identify the climax of the novel

Character Activities

1. Compare characters
2. Identify the protagonist
3. Relating personal experience

Creative and Critical Thinking

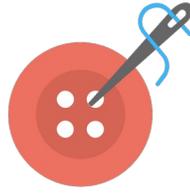
1. Create a poem
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Create a journal entry
8. Opinion writing

Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Prairie Lotus is a powerful, touching, multilayered novel about a girl determined to fit in and realize her dreams: getting an education, becoming a dressmaker in her father's shop, and making at least one friend.

Acclaimed, award-winning author Linda Sue Park has placed a young half-Asian girl, Hanna, in a small town in America's heartland, in 1880. Hanna's adjustment to her new surroundings, which primarily means negotiating the townspeople's almost unanimous prejudice against Asians, is at the heart of the story.

Narrated by Hanna, the novel has poignant moments yet sparkles with humor, introducing a captivating heroine whose wry, observant voice will resonate with readers.

This moving historical novel is from Newbery Medalist Linda Sue Park, whose beloved middle grade books include *A Single Shard* and *A Long Walk to Water*. (Courtesy of the Publisher)

Author Biography Linda Sue Park

Linda Sue Park (born March 25, 1960 in Urbana Illinois) is a Korean-American author who published her first novel, *Seesaw Girl*, in 1999. She has written 14 children's novels and five picture books. Park's work achieved prominence when she received the prestigious 2002 Newbery Medal for her novel *A Single Shard*.

Before writing her first book, Park worked at a number of different jobs including public relations for a major oil firm. She also taught English as a second language to college students and worked as a journalist for British magazines and newspapers. She presently lives with her family in Rochester, New York. (Adapted from Wikipedia)



Prairie Lotus



By Linda Sue Park

Name: _____

Prairie Lotus

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Chapters 1-3



Before you read this section:

It is important for an author to create an interesting **protagonist** (main character) for any work of fiction. *Prairie Lotus* features 14-year-old Hanna who, with her father, moves to the frontier Dakota town of LaForge. Making life most difficult for Hanna is the fact that her deceased mother was Chinese/Korean and her father is white. As a result, Hanna experiences a great deal of hardship in her new home. Why is racial prejudice such as this, so unfair to people like Hanna?



Vocabulary:

Choose a word from the list to complete each sentence.

petulance	bodice	valise	roan
querulous	diligent	muslin	conjure

1. Brian stowed his _____ in the compartment above his seat on the train.
2. She could only find a length of _____ with which to make her dress.
3. Hard-working Lionel is the most _____ student in our class.
4. Having had little sleep that night, Joyce woke up in a _____ mood.
5. Hanna bristled at the note of _____ in his voice.
6. The magician attempted to _____ up a magic trick to thrill the audience.
7. Hanna cleverly combined the _____ of one dress with the skirt of another.
8. He would take their two horses, Chester the _____ and Cherry the sorrel mare.

Questions



1. What is the **setting** at the beginning of Chapter One?

2. What particular skill did Hanna possess that she was proud of?

3. How did Hanna's opinion of the Sioux people differ from that of her father's opinion?

4. It mentions that Hanna's father was anxious to set up either a dry-goods store or a tailoring business before people found out about Hanna. What was there about his daughter that he was not anxious for the people to find out?

5. What good news did her father return with after scouting the businesses in LaForge?

6. Describe how Hanna's mother met her end.

7. Why was Hanna's dad hesitant to enroll Hanna in the local school?

8. What was the purpose of Mr. Harris's visit? What was the result?

Language Activities



A. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters **ly** (i.e. **slowly**). Our novel features a good many creative adverbs.



1. ... *the memory of her sickness, her death, and the riot that had eventually killed her.*

→ In this sentence, which verb does **eventually** modify? _____

2. *The air smelled strongly of smoke.*

→ In this sentence, what verb does **strongly** modify? _____

3. *Pressed carefully into the Bible Miss Lorna had given her...*

→ In this sentence the adverb _____ modifies the verb _____

B. Homophones

Homophones are words which sound the same but have different meanings. An example is *air* and *heir*. These chapters feature words which are examples of homophones. In the chart below, create sentences which show the meaning of each set.



Homophones	Sentence
feet	
feat	
wait	
weight	
board	
bored	

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



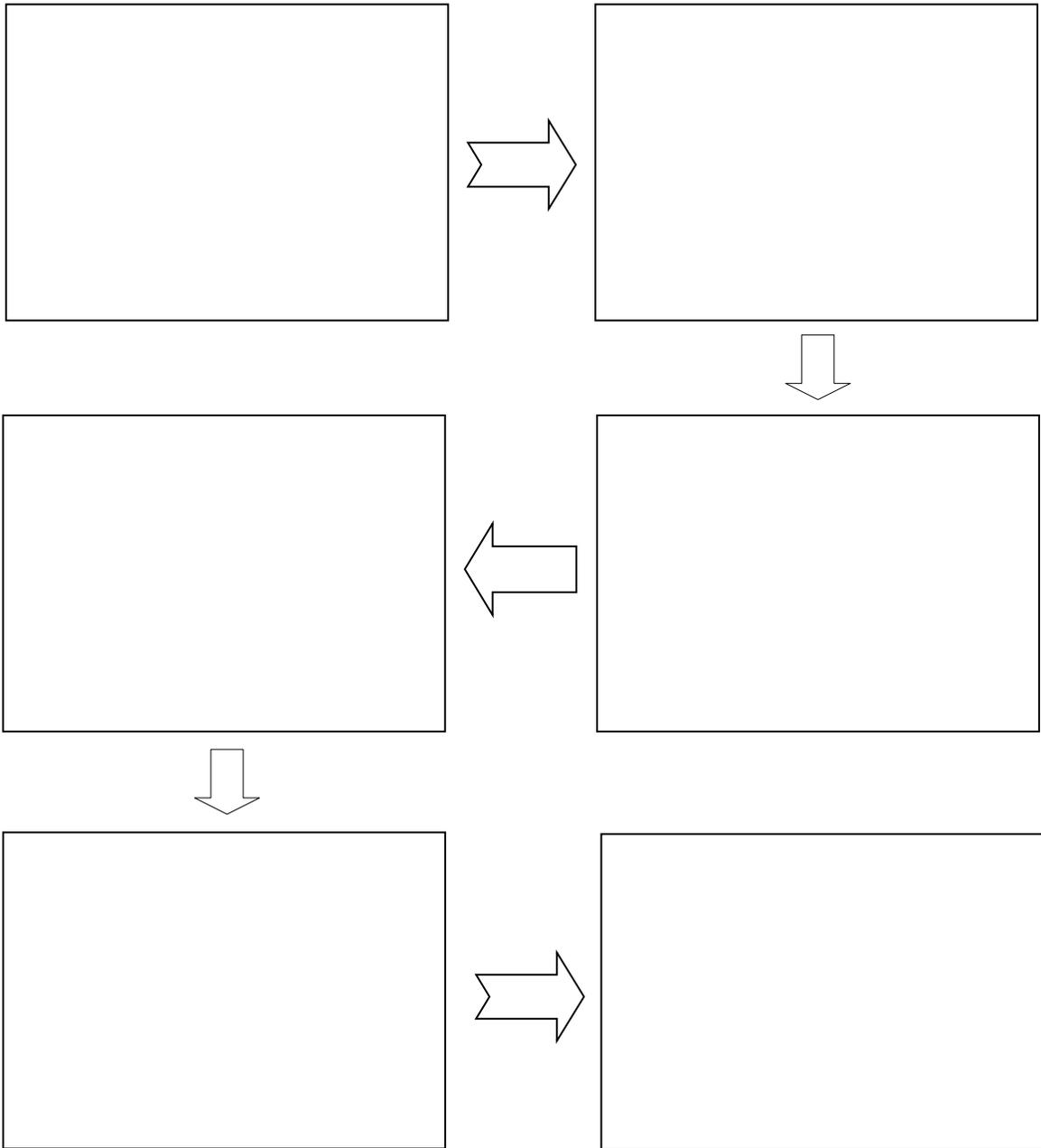
a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of **Prairie Lotus**.

Word	Anagram	Clue
news		To join or fasten with a needle and thread.
lotus		Uncouth and aggressive people.
tension		Chant; say or recite with a pitch in the voice.
curse		Heals.
leader		One who passes out the cards.
shake		Large-headed elongated fish.
smiled		Led astray.

D. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Middle Picture	Middle: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Concluding Picture:	Concluding: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>