

# A Teaching Unit For on My Honor

By Marion Dane Bauer



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

# *A Teaching Unit* *for* *on My Honor* **Marion Dane Bauer**

By Tammy D. Sutherland and Shannon B. Temple

Copyright © 2013 S&T Publications, LLC

[www.elacoreplans.com](http://www.elacoreplans.com)



**DO NOT PHOTOCOPY**  
(Except for your own classroom)



**DO NOT POST ONLINE.**

Limited reproduction permission: For each textbook purchased, S&T Publications grants permission for only one teacher to make as many copies as needed for his or her classes. Reproduction by/for other teachers, classes, or for commercial use is strictly prohibited. You may not post any of this teaching unit online.

Note: This teaching unit was produced to accompany the wonderful novel *On My Honor* by Marion Dane Bauer. The author nor publisher of *On My Honor* was involved in the production of these lessons, and neither endorse this teaching unit.

Order number 051012  
S&T Publications, LLC

# *On My Honor*

## Table of Contents

### Chapter Title Analysis

Chapter 1	Point of View
Chapter 2	Descriptions & Imagery
Chapter 3	Character Descriptions & Foreshadowing
Chapters 4 & 5	Tone & Figurative Language
Chapter 6	Words to Know
Chapter 7	Strong Verbs & Setting
Chapter 8	Conflict
Chapter 9	Discussion & Dialogue
Chapter 10	Writing Opportunity
Chapter 11	Silent Conversation
Chapter 12	Theme & Symbolism

### Writing an Epitaph

### Writing Prompts

### Book Review

### Mottos

### Novel Test

### Answer Keys

# *On My Honor* Chapter Title Analysis

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

This novel does not have titles for the chapters. As you read each chapter, you will complete the following chart by giving each chapter a title and then explaining why this is an effective title.

<b>Chapter #</b>	<b>Chapter title</b>	<b>Why is this title effective for this chapter?</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		

# On My Honor

## Chapter 1

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

### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

**Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!**

- Is one of the characters telling this story? \_\_\_\_\_

**If your answer is yes, the point of view is first person.**

**Answer these questions to decide if the point of view is third person limited:**

- Is there an unseen narrator telling the story?
- Is the focus on one particular character all of the time?
- When the focal character leaves the room in a story, do you know what is going on with the other characters while that character is gone?

**Answer these questions to decide if the point of view is third person omniscient:**

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

**What point of view is used in this novel?**

- a. first person
- b. third person limited
- c. third person omniscient

# On My Honor

## Chapter 2

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

### Descriptions and Imagery

#### **Imagery – language that creates a sensory impression within the reader’s mind**

The author weaves in a description of Tony’s bike in this chapter. What words and phrases are used to describe it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Throughout this chapter, the author uses imagery to help the readers feel like they are there. Go back to chapter two and find the following passages. In the box below, write some of the words from these passages that you think create the best imagery.**

- *...The sun sizzled in a sky so blue...*
- *...His tires buzzed against the smooth blacktop...*
- *Joel reached the bottom of the hill and shot ...*
- *Tony ignored the gesture and instead bowed, extending...*
- *...Joel’s Schwinn still perched haphazardly...*

- **Authors often use other devices to help add to imagery. Find examples of the following devices in the above passages.**

1. personification: \_\_\_\_\_
2. onomatopoeia: \_\_\_\_\_
3. simile: \_\_\_\_\_

# On My Honor

## Chapter 3

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

List three words to describe Tony. Beside each word that you list, copy a sentence or passage from the novel to support your description.

Words to describe <b>Tony</b>	Passage to support

List three words to describe Joel. Beside each word that you list, copy a sentence or passage from the novel to support your description.

Words to describe <b>Joel</b>	Passage to support

**Foreshadowing** is a clue or hint of something to come. Find one passage from this chapter that you think may be foreshadowing. Copy the passage and page number below. Then, make a prediction. What do you think will happen next?

---

---

---

---

On My Honor  
Chapter 4 & 5

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

Write your response to chapters four and five. What do you think has happened to Tony? Do you think he will be ok or not?

---

---

---

---

**Tone**

There is a very serious and anxious tone created in chapters four and five to match the action that is taking place in the novel. The author creates this tone by using figurative language, symbolism, and specific words and imagery.

Let's take a look at how the author crafts the tone and allows the reader to somewhat experience what the character Joel is feeling.

**Find the paragraph that begins with *Tony was dead...dead! He couldn't breathe.* (page 33)  
Find the simile in this passage and write it on the line below.**

\_\_\_\_\_  
***...and he began to move woodenly toward the spot where he had left his clothes.* (page 35)**

What does it mean to move "woodenly"? \_\_\_\_\_

---

Why is this an appropriate word to describe Joel's movements?

---

---

---

---



**Joel stopped in his tracks, trembling, his teeth chattering in erratic bursts...  
His hands shook so violently that he could barely hold the jeans up...**

Underline the verbs in these two passages.

These verbs show Joel's \_\_\_\_\_.

- a. anxiety and fear
- b. anger and distrust
- c. sadness and hopelessness
- d. eagerness and delight

**Find the example of personification on the last page of chapter five that begins, *The road climbed*.**

Of course the road is not actually climbing. What does this personification mean?

---

Why would the road seem to be “climbing” to Joel?

---

***The only movement anywhere was a black crow wheeling high in the sky.***

When you think of black crows, do you usually think of something good or bad?

---

What might the black crow symbolize?

---

**Find the metaphor at the end of the chapter.**

In this metaphor, the river is compared to a

---

What might this metaphor predict or foreshadow?

---

---

---

---

---

On My Honor  
Chapter 6

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

**Words to Know**

Look through chapter six and find the words listed below. Use context clues to figure out what the words mean. When using context clues, you should read the sentence before the sentence containing the word and also the sentence after. Sometimes you will have to read more if you can't figure it out. Then, check your own understanding by looking them up in a dictionary. (Page numbers based on 1986 Yearling edition.)

**1. crested (page 37)**

I think the word means \_\_\_\_\_

dictionary definition \_\_\_\_\_

**2. methodically (bottom of page 38)**

I think the word means \_\_\_\_\_

dictionary definition \_\_\_\_\_

**3. forlorn (bottom of page 40)**

I think the word means \_\_\_\_\_

dictionary definition \_\_\_\_\_

**4. reverberated (last paragraph on page 43)**

I think the word means \_\_\_\_\_

dictionary definition \_\_\_\_\_

**5. vigorously (page 44)**

I think the word means \_\_\_\_\_

dictionary definition \_\_\_\_\_

On My Honor  
Chapter 7

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

**Strong verbs** are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like *fall* and another verb with a similar meaning like *plunge*. Now, compare these two sentences: 1) I watched the rock fall into the water. 2) I watched the rock plunge into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word *plunge* means "to enter quickly and forcibly into something". So, with the word *plunge*, the reader gets all the meaning of the verb *fall*, plus the additional meaning that explains how the rock fell as well. That is what makes it stronger! Strong verbs SHOW, not just TELL!

The author of this book uses precise, strong verbs throughout this story. Go back and look at the first page of chapter seven. Complete the chart below by listing the strong verbs that you find and explaining what makes each of these verbs effective.

<u>Strong Verb(s) Used</u>	<u>Explain why these are effective verb choices.</u>

The **setting** of a story includes the time and place. It also includes the environment. Study the following chart to understand what setting might include.

Place	Time	Environment
The physical location The country, state, or city Mountains? Lake? Forest? Beach? Under a bridge?	Calendar and clock times Day, month, year Season Future Past Present	Details in the surroundings What else is going on around the characters? Is it crowded? Isolated? What does it smell like? What is the weather or atmosphere like?

At the end of the chapter, find the passage that begins, *A squirrel scolded in a nearby tree* (page 51). Use this passage at the end of this chapter to complete the following chart.

Place	Time	Environment

On My Honor  
Chapter 8

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

There are two types of conflict: internal and external.

**An internal conflict** takes place within a character's mind. It is a conflict that a character has within him/herself.

- man vs. himself (character vs. him/herself)

**An external conflict** is a conflict that a character has with someone or something else.

- man vs. man (character vs. character)
- man vs. nature (character vs. nature)
- man vs. society (character vs. society)

Let's analyze the conflicts so far throughout the novel. Use the chart below to analyze the type of conflicts.

Page #	Summary of Conflict	Type of Conflict
	Joel struggles with peer pressure from Tony when.....	
	Joel struggles with figuring out what to do about Tony's disappearance because.....	

**Discussion**

1. What do these conflicts add to the plot of the story?

---

---

---

---

On My Honor  
Chapter 9

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

Discussion

1. What is Joel's relationship like with his brother Bobby? Support your answer by using the text in your answer.

---

---

---

---

*Joel shook his head, trying to dispel the red fog that had taken possession of his brain.*

2. Explain this passage. What does it mean by a "red fog" taking "possession of his brain"?

---

---

---

---

3. Joel experiences a great deal of anger over what has happened. He also struggles with whom to blame. Who do you think is to blame for Tony's disappearance? Explain why you think this.

---

---

---

---

**One thing that can add to dialogue is the tag that comes with it. A dialogue tag is the word like "said" that tells the reader who is talking. When writing, try to add variety to your dialogue by using different tags.**

**A Few Tags:**

screamed called stuttered whispered whined yelled proclaimed questioned

**Look in chapter nine at the dialogue. What are some of the different tags that the author uses? List three different ones from chapter nine.**

---

Now, on a separate sheet of paper, write your own dialogue between Joel and Tony if Tony were to jump out of the bushes at this point and tell Joel that he was just playing a trick on him. Make sure you use tags other than *said*, and don't forget your quotation marks!



### Teacher Instructed Activity

#### **Silent Conversation**

Divide the students into pairs, and give each pair a sheet of paper. Give students ten minutes to conduct a silent, written conversation. They can only “talk” on paper. No whispering either! In this conversation, students can “talk” about what is going on in the book.

Tell them to include a discussion about the last line of this chapter. *He was the one... Tony had died because of him.* They should discuss whether they agree with Joel’s statement or not. They may also make predictions about what will happen next, ask questions to one another like, “What would you do if...” or simply discuss the tragedy.

Enforce the silence. During the last two minutes, have the partners individually scan the chapter looking for the most memorable sentence or passage and record it.

When the ten minutes are up, you may want to have a class discussion about the students’ chosen passages.

## On My Honor Chapter 12

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

A theme is a story's central message; it is a lesson that you learn about life.

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

In this chapter, one of the themes of the novel is stated. One of the characters speaks it. Find this theme, and then explain how this theme is true for the characters in this novel and how it is true in life in general.

Stated Theme Page # \_\_\_\_\_

Write the stated theme below.

How is this theme true for the main characters in this novel?

How is this theme true for life in general?

Now, write your own theme statement for this novel. It can be similar to the stated one, or completely different. Just remember, theme is a lesson about life that you take away from what you have read.



## Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. For example, the eagle (a bird) is a symbol of freedom.

### **A literary symbol has literal meaning in a story but stands for something else.**

For example, in literature the color white is often symbolic of goodness and purity. If something is symbolic, it will most likely

- *be repeated in the book.*
- *be written in a memorable or vivid way.*
- *be emphasized with imagery.*
- *mean something else than what it is.*

How is the smell of the river that haunts Joel emotionally symbolic?

---

## Title

Analyze the title of this novel.

Why is this novel titled On My Honor?

---

---

---

Why do you think the author chose this title? What message does it add?

---

---

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

**An epitaph is a short, rhymed poem that would be written on a tombstone.**

Choices

- Write the epitaph for Tony from his point of view. Have him speak from the great beyond. If you do this, think about his outlook on life or his advice to those still living.
- Write the epitaph as a loved one who misses Tony. Think about what he meant to surviving friends and family, and put those thoughts into a poem.
- Write a poem. Use an *aabb* rhyme scheme. It should not be longer than four lines because it has to be short enough to fit on a tombstone. It can be as short as two lines. The length is not as important as what is written.

Write a draft on the lines below. Try a couple of them, and choose the best one.

---

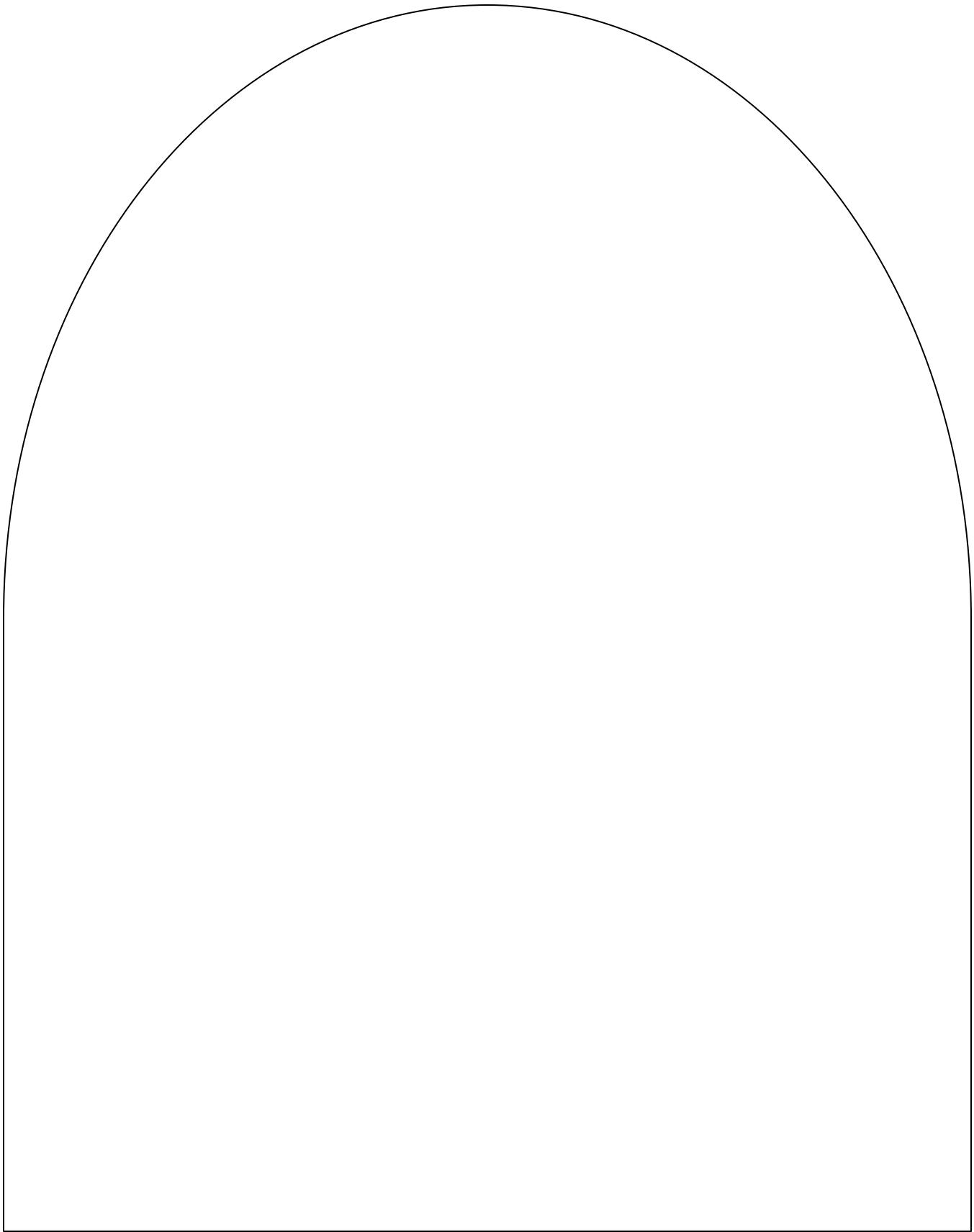
---

---

---

---

---



## Writing Prompts for *On My Honor*

- Write another ending for this novel. You can change the plot if you wish or continue with the plot.
- Joel gave in to peer pressure when he went into the river. Write about a time when you gave in to peer pressure.
- Compare one of the characters in *On My Honor* to another character in another book.
- Compare and contrast yourself and one of the characters in *On My Honor*.
- Write a story about a time when you found yourself in a dangerous situation.
- Write a story when you found yourself in a scary situation.
- Write a narrative poem summarizing the events of this novel.
- Write a poem about guilt or blame.
- Write a news report describing the events of the disappearance of Tony.
- Write an obituary for Tony.

## On My Honor Book Review

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

My overall opinion of the book was:

- This was an excellent book.
- This book was pretty interesting.
- This was just an OK book.
- This book was not great.

Explain your opinion. Why do you feel this way about the book? Make sure you use specific details to support your opinion.

---

---

---

---

---

---

---

---

---

---

I think \_\_\_\_\_ would enjoy this book because

---

---

---

---

---

---

---

---

## Mottos

A motto is a word or saying that describes a principle or moral that someone lives by. Some examples are:

- The apple doesn't fall far from the tree.
- Never judge someone until you have walked a mile in his/her flip flops!

Create a T-shirt the for the two characters, Tony and Joel, from the novel. In the center of each shirt, write a motto that this character would live by.



**Character: Tony**



**Character: Joel**

On My Honor  
Final Test

1. Which of the following is the best overall tone of this novel?
  - a. factual and formal
  - b. profound and serious
  - c. lighthearted and humorous
  - d. adventurous and touching
2. What genre is this novel?
  - a. science fiction
  - b. historical fiction
  - c. realistic fiction
  - d. nonfiction
3. Which of the following would not be a theme for this novel?
  - a. To be a survivor, you can never give up.
  - b. It's not how a person looks, but what's on the inside that counts.
  - c. The early bird always gets the worm.
  - d. Hardships and struggles will come.
4. The point of view used in this novel allows the reader to \_\_\_\_\_.
  - a. really see the thoughts and feelings of Tony because he is telling the story
  - b. really see the thoughts and feelings of Joel because he is telling the story
  - c. know the thoughts and feelings of both of the main characters because an omniscient point of view is used
  - d. really know the thoughts and feelings of Joel because it is limited to him
5. Which of the following is most likely to happen next with Joel?
  - a. He will find another friend just like Tony.
  - b. He will teach swimming lessons so others won't drown in the river.
  - c. He will start playing baseball to get Tony off of his mind.
  - d. He will begin to move on and forgive himself and Tony.
6. *Joel's main conflict in this novel is an \_\_\_\_\_ one.*
  - a. *internal*
  - b. *external*
7. All of the following words describe Joel except \_\_\_\_\_.
  - a. caring
  - b. cautious
  - c. loyal
  - d. selfish
8. After folding Tony's clothes neatly, Joel decides to mess them up again. Why did he do this?
  - a. because he was upset
  - b. because it was not like Tony to fold his clothes
  - c. because he wanted Tony to fold them
  - d. because he wanted to run over them with his bike
9. The reader can conclude that Tony most likely didn't want to swim at the pool because \_\_\_\_\_.
  - a. he did not like chlorine.
  - b. he was not a good swimmer.
  - c. he didn't want others to see him swim.
  - d. Both b and c

10. When thinking about the writer's style, the author, Marion Dane Bauer, used all of the following except \_\_\_\_\_.
- a. imagery
  - b. figurative language
  - c. foreshadowing
  - d. monologues
11. What can we conclude has happened to Tony?
- a. He was eaten by an alligator.
  - b. He drowned in the river.
  - c. He played a cruel trick on Joel.
  - d. He ran away to another town.
12. Why does Joel make up a story to tell his parents and others about Tony's disappearance?
- a. because he doesn't think what really happened will make sense
  - b. because he is afraid that he will be blamed
  - c. because he knows he will go to jail
  - d. because he is afraid of the two people who stopped to help him
13. The musky river smell that Joel continues to smell can't be smelled by others because it
- a. is only on his clothes.
  - b. is not really there.
  - c. is a part of his guilt in his imagination.
  - d. both b and c
14. Who is Bobby?
- a. Joel's dad
  - b. Joel's brother
  - c. Tony's brother
  - d. Tony's friend
15. Which of the following feelings are the strongest in Joel's conflict?
- a. pride and understanding
  - b. guilt and blame
  - c. anger and sadness
  - d. shame and regret
16. Explain the meaning of the title of this novel and how it relates to the main character.

---

---

---

17. What are two life lessons that you believe the author of this book wanted her readers to take away from it? Explain how the author uses the characters and plot to teach these lessons.

---

---

---



## Answer Keys

**\* Note - When you see **ARA** as an answer that means that you should accept reasonable responses for this answer. There is more than one correct answer for this type of question.**

### Chapter 1

#### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

**Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!**

- Is one of the characters telling this story? **no**

If your answer is yes, the point of view is first person.

**Answer these questions to decide if the point of view is third person limited:**

- Is there an unseen narrator telling the story? **yes**

**Is the focus on one particular character all of the time? **yes****

- When the focal character leaves the room in a story, do you know what is going on with the other characters while that character is gone? **no**

**Answer these questions to decide if the point of view is third person omniscient:**

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

**What point of view is used in this novel?**

- a. first person
- b. third person limited**
- c. third person omniscient

### Chapter 2

#### Descriptions and Imagery

**Imagery** – language that creates a sensory impression within the reader's mind

The author weaves in a description of Tony's bike in this chapter. What words and phrases are used to describe it? **Hand-me-down,**

**three prior owners, no fenders, no handlegrips, only flecks of red paint remain**

**strands of tall, whispering grass rising on each side of the highway...**

**...eyes feel dry and crackly**

**...muddy red with lazy, oily-looking swirls**

...reddish brown water slithering far beneath...

...whooping

...pale blue shirt over his head like a lasso

- Authors often use other devices to help add to imagery. Find examples of the following devices in the above passages.

1. personification: Meadowlarks called from the ditch banks.
2. onomatopoeia: whooping
3. simile: pale blue shirt over his head like a lasso

### Chapter 3

List three words to describe Tony. Beside each word that you list, copy a sentence or passage from the novel to support your description.

Words to describe Tony	Passage to support
carefree, daredevil	That patch of shiny green leaves halfway down that Tony was romping through was probably poison ivy. (17)
careless	Tony hadn't even bothered to hide it in the weeds along the side of the road. (17)
playful, teasing	"The current! It's got me. It's going to suck me under..." (19)

List three words to describe Joel. Beside each word that you list, copy a sentence or passage from the novel to support your description.

Words to describe Joel	Passage to support
responsible	Joel propped Tony's old bike against the railing and wheeled his own off the bridge, laying it gently in the weeds beneath the structure. (17)
aware, cautious	"Watch out for the current," he called to Tony standing several feet upriver from him. (19)
easily pressured/swayed, afraid to stand up for what is right	"Who's gawking?" Joel pushed one sneaker off with the toe of the other. "You're nothing to look at." (19)

**Foreshadowing** is a clue or hint of something to come. Find one passage from this chapter that you think may be foreshadowing. Copy the passage and page number below. Then, make a prediction. What do you think will happen next?

*He hadn't realized, though, that the current was so strong. (page 19) "River bottoms change. That's one of the reasons they're so dangerous." (page 23)*

Write your response to chapters four and five. What do you think has happened to Tony? Do you think he will be ok or not?

## ARA

### Tone

Find the paragraph that begins with *Tony was dead...dead! He couldn't breathe.* (page 33) Find the simile in this passage and write it on the line below.

The air came bursting from his chest like an explosion, and the water came rushing in to take its place.

*...and he began to move woodenly toward the spot where he had left his clothes.* (page 35)

What does it mean to move "woodenly"? He was stiff and moving that way.

Why is this an appropriate word to describe Joel's movements? He is in shock as he figures out that Tony is indeed dead. He is

"stiff" with shock and pain.

Joel stopped in his tracks, trembling, his teeth chattering in erratic bursts...

His hands shook so violently that he could barely hold the jeans up...

Underline the verbs in these two passages.

These verbs show Joel's \_\_\_\_\_.

- a. **anxiety and fear**
- b. anger and distrust
- c. sadness and hopelessness
- d. eagerness and delight

Find the example of personification on the last page of chapter five that begins, *The road climbed.*

Of course the road is not actually climbing. What does this personification mean? The road seems very far away and help looks to

be impossible to find.

Why would the road seem to be "climbing" to Joel?

It seems to be very, very far away from him as he decides to seek help for Tony.

*The only movement anywhere was a black crow wheeling high in the sky.*

When you think of black crows, do you usually think of something good or bad? bad

What might the black crow symbolize? death

Find the metaphor at the end of the chapter.

In this metaphor, the river is compared to a monster.

What might this metaphor predict or foreshadow? The power of the river, Tony's death

Chapter 6

Words to Know

1. crested (page 37)

I think the word means ARA

dictionary definition to reach the top

2. methodically (bottom of page 38)

I think the word means ARA

dictionary definition systematic or painstaking

3. forlorn (bottom of page 40)

I think the word means ARA

dictionary definition unhappy or miserable

4. reverberated (last paragraph on page 43)

I think the word means ARA

dictionary definition echoed

5. vigorously (page 44)

I think the word means ARA

dictionary definition strongly

Chapter 7

Strong verbs

<p><u>Strong Verb(s) Used</u>  <u>Heart drummed (shows heart fast with his fear and speed)</u>  <u>Car...rumbled across (showed that the car moved noisily)</u>  <u>Gasping for breath (shows it was hard for him to breathe)</u>  <u>Heat wavered (shows that the heat is a vapor moving in irregular pattern)</u></p>	<p><u>Explain why these are effective verb choices.</u></p> <p style="text-align: center;"><b>ARA</b>          (possible responses on other side of chart)</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

Setting

Place	Time	Environment
<p><b>The riverbank</b></p>	<p><b>Present                  Summer                  Afternoon</b></p>	<p><b>Isolated; Joel is alone</b></p>

## Chapter 8

Let's analyze the conflicts so far throughout the novel. Use the chart below to analyze the type of conflicts.

Page #	Summary of Conflict	Type of Conflict
	Joel struggles with peer pressure from Tony when... <u>Tony wants to go swimming in the dangerous Vermillion.</u>	External
	Joel struggles with figuring out what to do about Tony's disappearance because... <u>he is afraid to tell the truth.</u>	internal

### Discussion

1. What do these conflicts add to the plot of the story? ARA

## Chapter 9

### Discussion

1. What is Joel's relationship like with his brother Bobby? Support your answer by using the text in your answer.

ARA

*Joel shook his head, trying to dispel the red fog that had taken possession of his brain.*

2. Explain this passage. What does it mean by a "red fog" taking "possession of his brain"?

ARA – answer should mention his confusion and anger

3. Joel experiences a great deal of anger over what has happened. He also struggles with whom to blame. Who do you think is to blame for Tony's disappearance? Explain why you think this.

ARA

One thing that can add to dialogue is the tag that comes with it. A dialogue tag is the word like "said" that tells the reader who is talking. When writing, try to add variety to your dialogue by using different tags.

A Few Tags:

screamed called stuttered whispered whined yelled proclaimed questioned

Look in chapter nine at the dialogue. What are some of the different tags that the author uses? List three different ones from chapter nine.

...Joel mumbled; ...Joel snapped; ...Joel consented

Now, on a separate sheet of paper, write your own dialogue between Joel and Tony if Tony were to jump out of the bushes at this point and tell Joel that he was just playing a trick on him. Make sure you use tags other than *said*, and don't forget your quotation marks!

ARA

## Chapter 10

Define the following words. You may use a dictionary.

**Blame** to consider somebody responsible for something wrong

**Guilt** an awareness of having done wrong

Joel's internal conflict involves the feelings of blame and guilt. Find a passage from chapter eleven to support each of these feelings. Record the page numbers and a few words that begin the passage below.

Guilt: Page # 74 Passage that begins For an instant he thought...

Blame: Page # 72 Passage that begins Joel stepped through the front door...

Pretend to be Joel. Write a letter to Tony from Joel expressing the feelings that Joel has towards Tony.

**ARA**

## Chapter 12

In this chapter, one of the themes of the novel is stated. One of the characters speaks it. Find this theme, and then explain how this theme is true for the characters in this novel and how it is true in life in general.

Stated Theme Page # 83

Write the stated theme below.

**Bad wasn't something that could be locked out. Bad was something that came from inside you when you didn't even know it was there.**

**Page 85 – You can't live your life by maybes.**

How is this theme true for the main characters in this novel?

**ARA**

How is this theme true for life in general?

**ARA**

Now, write your own theme statement for this novel. It can be similar to the stated one, or completely different. Just remember, theme is a lesson about life that you take away from what you have read.

**ARA**

## Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is. For example, the eagle (a bird) is a symbol of freedom.

**A literary symbol has literal meaning in a story but stands for something else.**

For example, in literature the color white is often symbolic of goodness and purity.

If something is symbolic, it will most likely

- *be repeated in the book.*
- *be written in a memorable or vivid way.*
- *be emphasized with imagery.*
- *mean something else than what it is.*

How is the smell of the river that haunts Joel emotionally symbolic? **ARA**

---

Analyze the title of this novel.

Why is this novel titled On My Honor? **ARA**

Why do you think the author chose this title? What message does it add? **ARA**

---

## Final Test

1. Which of the following is the best overall tone of this novel?
  - a. factual and formal
  - b. profound and serious
  - c. lighthearted and humorous
  - d. adventurous and touching**
2. What genre is this novel?
  - a. science fiction
  - b. historical fiction
  - c. realistic fiction**
  - d. nonfiction
3. Which of the following would not be a theme for this novel?
  - a. To be a survivor, you can never give up.
  - b. It's not how a person looks, but what's on the inside that counts.
  - c. The early bird always gets the worm.**
  - d. Hardships and struggles will come.
4. The point of view used in this novel allows the reader to \_\_\_\_\_.
  - a. really see the thoughts and feelings of Tony because he is telling the story
  - b. really see the thoughts and feelings of Joel because he is telling the story
  - c. know the thoughts and feelings of both of the main characters because an omniscient point of view is used
  - d. really know the thoughts and feelings of Joel because it is limited to him**
5. Which of the following is most likely to happen next with Joel?
  - a. He will find another friend just like Tony.
  - b. He will teach swimming lessons so others won't drown in the river.
  - c. He will start playing baseball to get Tony off of his mind.
  - d. He will begin to move on and forgive himself and Tony.**

6. Joel's main conflict in this novel is an \_\_\_\_\_ one.
- internal
  - external
7. All of the following words describe Joel except \_\_\_\_\_.
- caring
  - cautious
  - loyal
  - selfish
8. After folding Tony's clothes neatly, Joel decides to mess them up again. Why did he do this?
- because he was upset
  - because it was not like Tony to fold his clothes
  - because he wanted Tony to fold them
  - because he wanted to run over them with his bike
9. The reader can conclude that Tony most likely didn't want to swim at the pool because \_\_\_\_\_.
- he did not like chlorine.
  - he was not a good swimmer.
  - he didn't want others to see him swim.
  - Both b and c
10. When thinking about the writer's style, the author, Marion Dane Bauer, used all of the following except \_\_\_\_\_.
- imagery
  - figurative language
  - foreshadowing
  - monologues
11. What can we conclude has happened to Tony?
- He was eaten by an alligator.
  - He drowned in the river.
  - He played a cruel trick on Joel.
  - He ran away to another town.
12. Why does Joel make up a story to tell his parents and others about Tony's disappearance?
- because he doesn't think what really happened will make sense
  - because he is afraid that he will be blamed
  - because he knows he will go to jail
  - because he is afraid of the two people who stopped to help him
13. The musky river smell that Joel continues to smell can't be smelled by others because it
- is only on his clothes.
  - is not really there.
  - is a party of his guilt in his imagination.
  - both b and c
14. Who is Bobby?
- Joel's dad
  - Joel's brother
  - Tony's brother
  - Tony's friend
15. Which of the following feelings are the strongest in Joel's conflict?
- pride and understanding
  - guilt and blame
  - anger and sadness
  - shame and regret
16. Explain the meaning of the title of this novel and how it relates to the main character. **ARA**
17. What are two life lessons that you believe the author of this book wanted her readers to take away from it? Explain how the author uses the characters and plot to teach these lessons. **ARA**



**If you enjoyed this teaching unit, visit our website: [www.elacoreplans.com](http://www.elacoreplans.com)**

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! ☺  
ELA Core Plans  
S&T Publications, LLC