Chapter 1-4

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. prophecy (1)  
2. blight (3)  
3. magistrate (4)  
4. gallows (6)  
5. charter (8)  
6. wares (9)  
7. throng (9)  
8. scoff (9)  
9. discreetly (11)  
10. contrary (14)  
11. jostle (16)  
12. decipher (17)  
13. inclined (17)  
14. wield (18)  
15. baritone (22)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. Read the prophecy at the beginning of the chapter.
   a. Discuss the prophecy, telling what it is about.
   b. What is a prophecy?
   c. Do you think the prophecy will turn out to be accurate?
   d. How could this prophecy be related to the title of the novel?

2. Each chapter opens with a quotation from a primary source, which means that it was written from a person who was actually there during the historical event. Historians study primary sources and other artifacts to piece together what really happened.
   a. What might be some advantages of referring to primary sources?
   b. What problems could come with primary sources?

3. Reverend Hunt speaks about making decisions based on love, not on anger. Anger is a problem for Samuel. He is angry “with the world.”
   a. What do you know about him so far that would explain why he is so angry?
   b. What would it look like for someone to do as Reverend Hunt says and “make decisions based on love when there is no one left to love?” (7).

4. On page 17, Samuel reveals his philosophy: “Trust no one.”
   a. What circumstances led him to have that philosophy?
   b. Why would that philosophy be important in the poorhouse, on the streets, or in an orphanage?
   c. Explain why you think it is a good or bad philosophy.

5. Reread the last paragraph on page 18.
   a. How do you think “power” can be more damaging than fists?
Blood on the River
Novel Questions

Chapter 5-7

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. retching (26)
2. bosun (37)
3. prig (39)
4. delousing (39)
5. cuffs (41)
6. converge (42)
7. threshing (48)
8. exalted (49)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. In Chapter 5, Captain Smith has chosen to be calm despite being accused and shackled. Samuel says that “even though he is still a prisoner, Captain Smith seems to be winning the battle” (28).
   a. Explain how this could be true.
   b. Give an example of someone you have known or a historical person who has been able to achieve victories through peaceful means.

2. On page 36-37, the story of the whale is used by John Smith as a metaphor concerning Master Wingfield.
   a. Explain how this metaphor applies in their situation.
   b. Explain why this view may present some danger for Smith.

3. The Jamestown settlers (and all people in England at that time) are separated into groups: commoners and gentlemen, or “lower born” and “higher class” people.
   a. Do you think that distinctions like “lower born” and “higher class” still exist in our society today?
   b. Should they?

4. In Chapter 6, Captain Smith is teaching Samuel how to polish a sword.
   a. Explain why Samuel was hesitant to obey Smith in what he has learned.
   b. Describe a time that you or someone you know has felt like this and what you chose to do about it.
Chapter 8-9

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. rigging (53)  
2. seafaring (53)  
3. torrents (53)  
4. oblige (53)  
5. punctuated (53)  
6. bewildered (55)  
7. ruckus (56)  
8. ambles (57)  
9. disdainful (59)  
10. disembark (59)  
11. moor (67)  
12. scoff (69)  
13. palisade (72)  
14. fortification (72)  
15. despised (74)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. On pages 54–56, Samuel gets into a fight and Captain Smith disciplines him.
   a. Explain the discipline.
   b. Discuss whether or not you think it was effective.

2. Cooperation is something Samuel needs to learn about.
   a. What happened after the fight to make Samuel realize that cooperation is needed in order to survive?

3. A major theme in the novel is presented when Captain Smith says, “Don’t let your anger get the best of you, Samuel. . . . Learn to channel it, and it will become your strength rather than your weakness” (58).
   a. Describe an example that you have experienced or where you have seen this idea work in life.

4. On page 71-72, the colonists trade glass beads and copper for food.
   a. Discuss how different peoples’ perspectives—their worldviews, shaped by their upbringing, culture, etc.—affects the value of different things to them.
   b. How does where we come from, how we’re raised and who we are affect the value we place on things and/or people and relationships?
Chapter 10-12

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. entreating (75)
2. requited (75)
3. liberality (75)
4. provisions (75)
5. wilting (76)
6. gravely (80)
7. reluctantly (82)
8. trudge (82)
9. wrenched (87)
10. impaled (88)
11. communal (92)
12. spite (93)
13. dwindling (94)
14. warily (95)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. a. Are the colonists invading the Powhatans’ land?
   b. What other causes did the Indians have to raid the colonists?
   c. What effect did the Indians’ raid have on the colonists?

2. On pages 81-82, Samuel is very upset and feels guilty over James’s death.
   a. Could he have done anything differently?
   b. What and why?

3. Captain Smith recommends that Samuel learn the Algonquian language. He explains that, “I want you to learn these words. They will be better protection than any weapon” (89).
   a. Explain how it is that words for communication can be better protection than weapons.

4. Reverend Hunt continues to implore Samuel to use his heart in making decisions. On page 96, he advises Samuel that if he makes a choice out of love, then it will be the right choice.
   a. What would you do in Samuel’s predicament
   b. Why?
Chapter 13-15

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. Compulsion (99)
2. cringe (99)
3. intercede (103)
4. negotiate (103)
5. exhorting (106)
6. shirk (107)
7. coaxes (108)
8. cassock (108)
9. hominy (109)
10. hoar (110)
11. oration (118)
12. pantomimes (119)
13. cowers (120)
14. bellows (121)
15. pummel (122)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. It turns out that not all of the Powhatan Indian tribes were involved in the large-scale attack that occurred in chapter ten. Some of the tribes were friendly to the colonists, and others were hostile.
   a. Who were the friendly tribes?
   b. Why were they friendly?
   c. Who were the hostile tribes?
   d. Why were they hostile?

2. 
   a. Explain attributes that make John Smith a good leader.
   b. Discuss his negative characteristics as well.
   c. List other “leaders” (in the world, school, or any aspect of life) that you know of.
   d. Analyze good/bad attributes of each.

3. At the end of chapter 15, Samuel can no longer contain his anger.
   a. Explain why you think Samuel was right or wrong to throw the rock at Master Archer.
   b. How did you feel when he hurled the rock?

4. On page 98, we learn that Master Wingfield is no longer president because hid food from the settlers, and that Captain Ratcliffe is now president. Captain Smith tells Samuel that they “have gone from the frying pan into the fire.”
   a. Explain what Captain Smith means by this.
Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. berth (131)
2. quell (135)
3. conjectures (142)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. Samuel says that his “circle has become bigger” on page 136.
   a. What does he mean?

2. Samuel is shocked to discover that Captain Smith’s brush with death at the hands of the Powhatans was actually just a dramatic ritual. In the Author’s Note, Carbone explains that historians still debate whether or not Pocahontas saved Captain Smith’s life, or if the event happened at all (229–230).
   a. What other examples of historical myths can you think of? (Think back to 6th grade... If you don’t know any, discuss it with someone or do some research.)
   b. What does this example demonstrate about history’s ability to change based on newly discovered knowledge?

3. The Powhatans look at Captain Smith as being one of them now. This has caused Chief Powhatan to take care of the colonists because he considers them one of his tribes. Samuel believes this is a good thing but is worried about what the gentlemen will think if they find out that Chief Powhatan is treating them as one of his tribes.
   a. Why is Samuel concerned about this?

4. a. What diseases could the “summer sickness” have been? Research possible “summer sicknesses” such as diseases borne by different insects (mosquitoes, flies, ticks, etc.).
Chapter 19-20

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. decrees (144)
2. coif (147)
3. obligation (151)
4. coronation (152)
5. beau (154)
6. ridicule (157)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. John Smith’s leadership style is one that will not ask others to do what he is not willing to do himself. He also says, “He that will not work shall not eat.”
   a. What do you think of this?
   b. Would you like to live in a society like that or have our class run on these philosophies?

2. Two women arrive in the colony.
   a. How long have the settlers been there without women?
   b. What do you think some of the pros and cons (for the women and the men) will be of having women at Jamestown?
Chapter 21-22

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. sassafras (173)

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. Reverend Hunt has another conversation with Samuel about making right decisions.
   a. Do you believe it is true that you will always know the right decision when you choose from love?
   b. Give examples of how this may or may not be true.

2. On pages 171–172, Samuel says to Reverend Hunt, “Thank you for treating me like I was worth something.”
   a. What does Samuel mean by this?
   b. What difference did Reverend Hunt make in Samuel’s life?
   c. How might Samuel have been different without his influence?

3. Life in the Warraskoyack village is very different from life in Jamestown, and yet in some ways they are similar.
   a. Compare and contrast the different parts of each culture (for example: government, economics, recreation, specialization (jobs), customs, religion, etc.)

4. How has Samuel changed by the time Richard, Nathaniel, Henry, Abram, and the others come to the Warraskoyack village?
Chapter 23-25

Vocabulary: Write a synonym or simple definition in your own words for each vocabulary word found in these chapters. The page number is included so that you can use the context of the story to help define the meaning of the word as it is used.

1. escapades (190)
2. glowering (190)
3. delirium (193)
4. fiasco (197)
5. lusty (198)
6. incredulous (199)
7. brash (201)
8. heather (203)
9. foolery (203)
10. ushered (204)

Chapter 23-25

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. On page 189, Samuel understands what Captain Smith meant by “power is like weights in a balance, and when someone gains power someone else loses power.”
   a. What examples can you think of where this in your life—in your friendships, in the world, etc.

2. After reading chapter 23, return to Chief Powhatan’s words, as quoted at the top of page 186.
   a. Explain the meaning of this rich quotation: taking by force what “you may quickly have by love.”
   b. Give examples from the novel (cite pages) or from life.

3. Pretend you are Chief Powhatan.
   a. Write a paragraph persuading John Smith to abandon James Town and take the colonists back to England.

4. Pretend you are John Smith.
   a. Write a paragraph persuading Chief Powhatan to help the colonists survive while you are away seeking medical attention in England.

5. Should Samuel take baby Virginia?
Chapter 26-Author’s Note

Questions: Answer the following questions, using defensible explanations or details from the text to support your ideas.

1. a. When the new settlers arrived, what did some of them do to the Indians?  
   b. How did this cause problems for the whole colony over the next several months?  
   c. What could the colonists have done differently that might have saved them from the “Starving Time”?

2. We know that Samuel Collier lived, but there are missing years in his life that this book does not cover.  
   a. Write a paragraph about him to continue his story, imagining what might have happened to him.

3. You will participate in a debate about Captain Smith.  
   a. Prepare a list of ideas that you would use if you were a supporter of Captain Smith.  
   b. Prepare a list of ideas that you would use if you were an enemy or opponent of Captain Smith.

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<thead>
<tr>
<th>a. Captain Smith supporter</th>
<th>b. Captain Smith opponent</th>
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<td>Draw this chart on your own paper.</td>
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