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AMANDA M. THRASHER

# Study Guide for

# The Greenlee Project

(A Gold recipient of The Mom's Choice Awards)

By

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#### ABOUT THE STUDY GUIDE AUTHOR

Mrs. Jane T. Pait's passion for writing has led her to teach writing at the middle school, high school, and college levels. She has a B.A. Degree in English and an M.A. Degree in Reading Education. She is certified by the state of North Carolina in High School Language Arts, Reading K-12, Literacy Coaching, and Honors Language Arts. She is also a certified Reading Instructor for K-12 and has earned National Board Certification for High School Language Arts. Jane Pait has taught for over 40 years in private and public schools in North Carolina where she still lives with her husband and family. She is very active in her church and community and continues to teach writing. Mrs. Pait has published children's books of her own.

## The Greenlee Project

## by

### Amanda M. Thrasher

Unit Standards for Reading and Language Objectives by Grade Level

#### **Grade Five:**

- 1. Answer who, what, when, where, why questions.
- 2. Describe how characters in a story respond to major events and challenges.
- 3. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on context.
- 4. Demonstrate the use of Standard English grammar and punctuation rules in writing and speaking.
- 5. Demonstrate the understanding of figurative language in writing and speaking.
- 6. Demonstrate the ability to relate personally to a literary character and imagine multiple endings to the story.
- 7. Demonstrate the ability to separate fact from fiction and think critically.
- 8. Understand and use safe practices when using I-net communications.

#### **Grade Six through Eight:**

- 1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (eighth grade level).
- 2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (seventh grade level).
- 3. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (fifth grade level).
- 4. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (8).
- 5. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (7).
- 6. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (6).
- 7. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings (6).
- 8. Determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (8).
- 9. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (7).
- 10. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (6).
- 11. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences (grades 6-8).
- 12. Demonstrate the ability to separate fact from fiction.
- 13. Understand and use safe practices when using I-net communications.

To the Teacher: Pages 5, 17, and 18 should be given to students with teacher guidance, since they contain information or links to information the teacher will want to preview. Because this book deals with a situation that is similar to what many young people may face in this age of instant and global communication, it may be profitable to begin the study of the novel with a discussion of Critical Thinking. This chart has been a guide to me (Jane Pait) and my students over the years. I simply make a T-Chart on the board and lead the students in a discussion as I help guide them in the possible steps to understanding what each "thinker" may do given a choice or decision to make. Applying the characteristics of the Critical Thinker or the Rationalizer to the characters in the novel will help the students to analyze the characters and to apply their observations to their own lives. Here is a T-chart for the students. A completed one for the teacher follows (page 5).

Critical Thinker /	Rationalizer/
Rational Thinker	Ruled by Emotions and Desires
	,
1. Realizes he/she has a problem and he needs to make a choice	1. Is faced with a desire or caught in moment and gives into a situation
2. Brainstorms possible choices and	2. Does not consciously Choose;
outcomes or consequences	gives into his emotions; does not
Based on Bible and morality	consider any consequences
3. Chooses the option that will result	3. Often forced to accept negative
in the consequence most favorable to himself/herself	unplanned consequences
4. Able to make plans for his/her future	4. Future shaped by unforeseen and
based on sound choices and clear	unplanned obstacles created by
thinking	unwise choices based on emotion of the moment
5. Successful in many of his/her	5. Caught in a circle of difficult,
endeavors and left with more	life-changing choices for the
Choices for the future.	future
	6. Has the option of choosing to
	Think Critically in the future
	or continue in the destructive
	cycle of self-indulgence

Directions: Students will read the modern fiction *The Greenlee Project* by Amanda M. Thrasher. The student will follow the Study Guide directions for answering questions as each chapter is read. (The teacher will guide the student in choosing which Discussion *Questions* and *Suggested Projects* the student will need to complete.)

### I. Chapters One, Two, and Three:

As you read, choose the letter of the correct answer and place it in the blank to the left of the question number.

1.	When the story opens, Greenlee Granger is
	<ul> <li>a. 14 years old</li> <li>b. wearing braces on her teeth</li> <li>c. worried</li> <li>d. all of the above</li> </ul>
2.	Greenlee's best friend at Aubrey High School is
	a. Marianne b. Clay c. A. J. d. Laurel
3.	Greenlee considers herself
	a. a model student b. a ruined teenager c. a great athlete d. an artist
4.	Greenlee wants to
	<b>a.</b> stay home from school <b>b</b> . shut out the world <b>c</b> . both a & b <b>d</b> . only b
5.	Greenlee's reaction to the other students' whispers is
	<ul> <li>a. to face them bravely</li> <li>b. to feel that she herself is pathetic</li> <li>c. to hide</li> <li>d. to return home immediately</li> </ul>
6.	Greenlee decides
	<ul> <li>a. not to answer Marianne's calls</li> <li>b. to delete Marianne's messages unread</li> <li>c. to buy a bus ticket</li> <li>d. all of the above</li> <li>e. only a</li> </ul>
7.	Marianne tells her classmates that Greenlee
	<ul><li>a. is sick b. has moved away c. will be late</li><li>d. does not know about the project</li></ul>

8. Greenlee tells a stranger on the bus
<b>a.</b> her whole story <b>b</b> . where she is going <b>c.</b> a lie <b>d</b> . that her life is over
9. Greenlee believes she has been
<ul> <li>a. smart b. stupid c. left behind d. abandoned by her mother</li> <li>e. none of the above</li> </ul>
10. Greenlee lies to the woman on the bus to protect from the truth.
<b>a.</b> Marianne <b>b.</b> herself <b>c.</b> her parents <b>d.</b> Brittany