

About Literature Study Guides

Read, Reflect, Discuss, Write

Hillside Curriculum Literature Guides include vocabulary, discussion questions and writing prompts for novels and plays. A story synopsis is provided for the teacher as well as teaching tips specific to each particular work. These guides can be used to supplement your reading program or as part of a literature based reading course.

Discussion of the literature is the base of these guides. Through conversation, the teacher guides the student as he explores and analyzes themes and character. The discovery of themes in a story is perhaps the most important aspect of studying a work of literature. Finding meaning in text unites the reader to the story and develops a love for reading.

Although some sample themes ideas are provided for the teacher, it is not a good practice to tell the student the theme. Questions in the study are intended to *lead* the student to discover things in the story that point to theme, but the joy of discovery belongs to the student. Quite often, a student will discover a theme entirely his own, one related directly to his own life. This is perfectly acceptable and should be encouraged. The teacher's goal in drawing out themes is to have the student articulate and support the themes he finds. This is a higher level thinking skill that will help the student grow and be able to handle more and more difficult texts.

What is a theme? The theme might be the "big idea" underlying a story. It may be some truth about life to which the story points. A more obvious theme is a moral lesson to be learned. In simple terms it is the answer to the question, "What is this book *really* about?"

About Hillside Education

Hillside Education guides were developed to provide home educators and private schools assistance with using interpretive methods of literature study. This literature study is based on discussion but also includes several levels of writing activities that integrate with literature.

In addition to literature guides, we also publish English texts and supplements and historical novels. Please visit our website for a complete list of our products.

www.hillsideeducation.com

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The Good Master

By Kate Seredy

Teacher's Guide

Story Synopsis

The story of *The Good Master* is about the Nagy family who lives in Hungary around the time of the early 1900's. Jansci is the son of Uncle Marton and Mother, who are hard working farmers about to get a visit from cousin, Kate. Kate is a city girl living in Budapest with her father since her mother has passed away. Jansci is beside himself when he learns his delicate cousin Kate who had the measles is coming from the city for a visit. Little do the Nagy's know that a storm cloud named Kate is about to come into town and all their lives will be changed forever.

Upon Kate's arrival, Jansci learns there is nothing delicate about this city girl. She is tough and stubborn and has her own ideas on how things are going to work. Uncle Marton has his hands full and Mother simply feels for the poor girl. Yet, slowly but surely the author tells a tale of how Kate is *tamed* by the "Good Master," Uncle Marton. You see the young stubborn girl blossom into a true Hungarian farm girl.

As the story unfolds you will find a love for the Nagy family and Kate that you could not have imagined in the beginning. This family is an example of unconditional love and how that love transforms Kate into an obedient, loving young lady.

— Diane Richmond

Chapter Vocabulary Words

At the beginning of each chapter there are words that the student will encounter in the story that he/she may not be familiar with. You may ask the student to use a dictionary to locate the meanings of the words and then use them orally in a sentence. If the word has more than one meaning, consider having the student jot the meanings down so when the word is encountered in the story, the student can decide which meaning is appropriate. A complete list of words is provided in the Appendix.

Discussion Questions

These can be done either orally or in writing and will give a better understanding of the story.

Writing, Research, and Drawing

In each chapter activities for further study are included. These may be research and writing, narration, or drawing. Links to research or information sites are included in the teacher's guide but not in the children's guide. This way the teacher can peruse the sites first. Many links are from the History Channel.

Guiding the Literature Study

Before starting the reading, do the “before reading” activities so that the child has a chance to think about the themes of the story and find out where the story is set. You may then assign one chapter a day and do the corresponding vocabulary, discussion, and optional activities each day. This story is so full of glorious ideas that you may want to take more time to explore with the optional activities. After the student is done reading, you may choose some of the “after reading” activities to bring closure to the story and to explore the student’s understanding of the story.

Library Resources

Hungary by Martin Hintz

Hungary by Ann Stalcup

Gypsy Music from Hungary and Romania- Legacy International

The White Stag by Kate Seredy

Internet Information

St. Elizabeth of Hungary:

<http://www.marypages.com/ElizabethEng.htm>

Outline Map of Hungary to be filled in:

<http://worldatlas.com/webimage/countrys/europe/outline/hu.htm>

General interest page:

<http://worldatlas.com/webimage/countrys/europe/hu.htm>

To research the Huns and Magyars:

http://www.historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=212347

http://www.historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=212344

<http://www.thenagain.info/WebChron//EastEurope/Magyars.html>

General interest page:

<http://www.fsz.bme.hu/hungary/qgeneralhtml>

Suggested/Sample Answers

Use these to guide the discussion of the book. The student may think of other things to talk about in each chapter. These are intended to be springboards to discussion. Be sure to ask the student to explain his answers.

Chapter 1

1. Describe the daydream Jansci had about himself and cousin Kate.
Jansci daydreamed that Kate would be a delicate girl that he would have to take care of. For example he imagines that she is captured by a dragon and he has to rescue her.
2. How does his daydream compare with his first experience with her?
Jansci had an expectation of Kate being fragile and that he would be her Knight in shining armor. However, Kate was anything but fragile.
3. Why do you suppose Jansci's father did not put a cross mark in the stick this time around?
When Jansci sinned his father took out a stick and made crosses on it for each time. Jansci had practiced "driving" the cart even though he was not supposed to, but his father realized he was getting old enough to learn to "drive" now.
4. How do you think Jansci and Kate will get along? What do you think Jansci's father will do with Kate after her dangerous prank?
At first glance, it appears Jansci and Kate will not get along. There are two reasons for this. Kate does not want to be there and Jansci expected Kate to act in a different manner.

Research, Writing, and Drawing

Write a paragraph describing your first impression of Kate. Be sure to use a Thesaurus to make your language more vivid.

Look up what a cobblestone street might look like and draw a picture.

Locate Hungary and Budapest on your map.

Look up the *measles* and write a summary paragraph of the disease.

Chapter 2

1. What do you think Jansci's father meant when he said Kate was like a wolf in sheep's clothing? Where have you heard that before?
Kate looked sweet and innocent but she was rebellious and disobedient. This is a cliché or metaphor for someone who tries to win your confidence by trying to be like you, like the wolf who clothes himself as a sheep to get into the sheepfold.
2. Why do you think Jansci's father is called, "The Good Master" by his brother?
As you read in the story, Mr. Nagy is referred to The Good Master by those who know him. So far all the reader knows is that he runs a large farm and is good at handling horses. As the story unfolds we will find that Mr. Nagy is much more than that. Student could make a guess that he is a good person.
3. Why was Jansci's father angry at Kate for being on the rafters?
Kate not only went up to the rafters, but she was eating the sausages that were hanging there to dry out. This was their food for the winter.
4. What does Jansci mean when he says he felt like crying but he was happy?
Jansci saw his father carrying Kate and stroking her hair and Jansci realized how much his father cared for Kate even though he had had to be stern with her.

Research, Writing, and Drawing

In a compare/contrast paragraph, explain what Jansci expected Kate to be like versus what she is really like.

From what you read in the story describe a Bunda and in a paragraph explain what it is made of and what it is used for. Then draw a picture to go with your paragraph.

Answer: Bunda -also spelled Bunde-Hungarian Fur Coat

Chapter 3

1. Why are the sheep kept far from the horses?

The sheep ruin the grass for the horses because they eat it too close to the ground

2. Where did Kate think milk came from?

Kate thought milk came from a bottle.

3. Why did the mother duck become frantic?

When Kate and Jansci put the dandelions in the water the mother duck thought at first they were her babies.

4. Why did Jansci warn Kate not to scream while riding?

Jansci warned Kate not to scream so that she would not scare the horses.

5. Give an example from the story why Jansci's mother thought Kate was better off in pants?

Kate was a tomboy and was always getting into something.

6. Why couldn't Kate walk after riding the horse?

Because Kate had never ridden, she was sore and still felt like she was on the horse

Research, Writing, and Drawing

Make a list of Jansci's chores. Compare it to a list of the chores that you do.

Answer: milking and feeding the cows, straining the milk, feed pigs and poultry.

Chapter 4

1. Why do you suppose Kate did not like Easter?

Answers may vary. Mostly it is because she has to wear a dress. The author hints that Easter time was not one of celebration but of obligation.

2. How many skirts did Kate have to wear on Easter morning and why?

Kate had to wear 18 skirts because she was a young girl, mother wore 38 because she was a married woman. Mother said all nice girls wear at least 10!

3. What is the purpose of sprinkling water on the girls?

The saying that goes with the sprinkling of water indicates it is like a prayer or wish of good luck. This ritual is the seed of our modern day April Fool's Day.

4. What did Kate write on her egg to Uncle Marton?

"I like you best of all Uncle Marton."

Research, Writing, and Drawing

Make a list of the steps in order that Jansci's mother takes to make a tablecloth.

Answer: "planted flax, reaped the flax, prepared it, spun the thread, wove the thread into cloth."

Using your Reading Logs, write a paragraph citing examples of how Kate has changed since

arriving on the farm.

Answers may include: Kate went from being a disobedient child to a loving, generous obedient girl.

Chapter 5

1. How did Kate earn Milky?

Kate had been busy helping on the farm and had learned to be obedient. She learned to ride horses thanks to Jansci.

2. Why was the pasture named *Toepincher*?

Each pasture's name represents something found on it. Toepincher is so named because of the crawfish found in the brook.

3. Describe Pumi and his job at the pasture?

Pumi is Pista's dog (the shepherd) and his job is the sheep herder.

4. Why does Pista not sell his jewelry?

Pista says he has everything he wants; the sky for sunshine and rain, the ground for food, the spring for water, the sheep for clothing and shelter. He states that the flowers, animals, birds show his what to carve with his knife.

5. What is Kate's offer of payment for the jewelry?

Kate offers to teach Pista and the other shepherds their letters.

6. What do you think Kate will learn about a mirage?

Answers will vary, be sure the student gives his reasons for his answer.

Research, Writing, and Drawing

Research and write a brief summary of what a crawfish is and where it is found. Then draw a picture to go with it.

http://www.historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=206728

Pista is content living on the pasture as a shepherd. In a paragraph describe what it means to be content.

Research the flower Bridal Veil. Find out why it has that name and draw a picture of it.

Chapter 6

1. What does it mean to follow something blindly?

You follow something without looking at the consequences of it or reflecting about why you are doing it. This is referred to in the story by father who is speaking of men who are only after money and will do anything to get it.

2. What is the moral of the story of the mirage told by Pista? Why is this lesson important to remember?

The story shows that those who only seek out fortunes will not receive their reward. They are lost.

Research, Writing, and Drawing

Read the story of the mirage again, then narrate the story either in writing or orally. Draw a picture to go with it.

Chapter 7

1. What does the stork's return signal for Mother?

It is time to plant.

2. Suddenly Kate has found herself very busy with work. What is she in charge of?

Kate took care of the poultry yard, her horse Milky, her garden.

3. What lesson had Jansci learned from Kate's seedlings?

Jansci learned that he takes everyday things for granted.

4. Explain how the "komp" works.

A Komp is like a ferry.

5. When the partridges frightened the wild horses, who led the stampede into the pasture?

Kate and Jansci led the stampede into the pasture.

6. Arpad told the story of the milky way which he called *Skyway of the Warriors*. How does the story affect Kate? Why does he say it is the story of all Hungarians?

Answers may vary. This story is a folktale and represents the Huns struggle against the Roman Empire.

Research, Writing, and Drawing

Draw a picture of how a komp works.

Research an Acadia tree and write a brief summary of where it is found. Then draw a picture

See if you can locate the river Tisza on your map.

Narrate, either orally or in writing, the story Arpad told of the Milky Way.

Chapter 8

1. Why does Uncle Marton want to write to Kate's father?

Uncle Marton is going to ask Kate's father to come and stay with them.

2. Kate and Jansci got up early and did all the chores to surprise Uncle Marton. This is an example of what virtue? Explain why.

Answers may vary. The student may think of perseverance, diligence, responsibility, charity, or others. Be sure that the student gives reasons for his answer.

3. Since Jansci's father sold all of his horses, he said each family member could pick out anything they wanted. What did Mother choose? What did Jansci choose? What did Kate choose? What does each choice show about the person?

Jansci and Kate each got a pair of spurs and mother chose scented soaps. Answers will vary on what each gift shows.

4. Why didn't Uncle Marton spank Kate after she ruined the circus show?

Kate thought that she was right to expose the fraud since she had been taught that these things were fraudulent. It seems like in some way Uncle Marton respects Kate for what she did.

Research, Writing, and Drawing

Write a paragraph as if you are Uncle Marton explaining why you feel blessed.

Describe the fair and draw a picture to go with it.

Chapter 9

1. What was happening on the farm that had father so worried?

There was a drought.

2. At the beginning of this chapter, the author writes, “Little pink and yellow buds peeked out of their tight green coats, promising to burst into bloom any minute” What do you think the “tight green coats” are?

They are the buds of the new plants.

3. Why does Kate decide that they must tell Uncle Marton about her rescue in the current? What does this show about her character? What you think would have happened if they hadn’t told?

Answers will vary. But surely this scene shows that Kate has matured and is willing to take responsibility for her actions.

Research, Writing, and Drawing

In a paragraph, describe the story of the Turkish Sultan and include the moral of the story. Draw a picture of the scene where Kate is caught in the current and saved by Jansci.

Chapter 10

1. What qualities does Father have that make others call him *The Good Master*?

hard working, honest, fair, intelligent, good to his workers

2. What do the farmers think are nasty weeds?

Red poppies and blue cornflowers.

3. Why were there patches of wheat uncut?

Partridges had built nests in the wheat field and their were babies in the nest.

4. What do the gypsies make out of clay and straw?

Bricks.

5. Harvest time on the farm was a preparation for what? How did this preparation differ from Kate’s experience living in the city?

The harvest time was a preparation for winter. Kate noticed that in the city all you had to do was go to the market to purchase what you needed.

6. Describe what happened when Kate and mother stayed home.

The gypsies came up to the house and stole all the animals they could and when Kate threatened to expose them, they said they would put her in the hayloft. She chose to go with them in hopes of finding a way to get their goods back.

Research, Writing, and Drawing

Research the life of gypsies and write a brief summary describing how they live today and in what parts of the world? Think about how someone in America might be considered a gypsy versus what a gypsy life is like in a foreign country.

http://www.historychannel.com/thcsearch/thc_resourcedetail.do?encyc_id=211189

Based on your research of gypsies, do you think the plan Kate had when she was captured was a good one? Explain why or why not.

Reread the opening description. Write a paragraph describing something beautiful near your home. Use similes like the author of this story does.

Chapter 11

1. Why does the priest think Jansci is brave?

The priest said Jansci was brave because he had saved Kate in the current. The Priest said, "The best of us are scared to death when we are in danger. But only the courageous stay and fight."

2. What do you think of the priest's definition of courage? Do you think it is a good one?

Explain why or why not.

Answers will vary.

3. Do you think they will be able to convince Kate's father to stay in the country with them?

Answers will vary; be sure the student gives reasons for his answer.

4. Describe how was the flour made in the mill?

The large vanes opened to catch the wind and made the stones turn. The wheat was then fed into it and ground, then came out the shoot at the bottom.

Research, Writing, and Drawing

Draw a picture of a mill.

The mill owner told a story to the children of a Prince looking for the land where no one dies.

Make an outline of the four different lands he came to. From your outline, write a 2 paragraph essay about the different lands and include the following: the name of each land, a description of each land, and why the Prince could not stay in each one.

Answers will include: Land of Work, Land of Friendship, Land of Spirit of Hatred and War, and lastly The Garden of Remembrance. Prince Matyas was told to be a good king to his people and he would live forever in their memory.

Create a storyboard presentation of the story of the Prince. To do this, take a large piece of construction paper and divide it into 4 or 6 boxes. In each box draw a scene from the story. Put a brief caption in each box. Then the storyboard can be used to retell the story. Be sure to decide before starting how many boxes will be needed to tell the story.

Chapter 12

1. What is the date of Mikulas Day? Did you guess as you read that "mikulas" was really Kate's father? If so, what clues helped you to figure it out?

December 6th; remaining answers will vary

2. Why do you think Kate felt good about delivering the gifts? Have you ever felt that way? Explain.

Answers may vary. Kate was happy to be helping others, she felt she had been given so much

3. When Mikulas, the children, and father got to the last house, the goodie bag was empty Describe what kind of family lived in that house and what Kate and Jansci suggested they do. Why was Mikulas happy about that?

This was the house of the poorest family in the village. Kate and Jansci told Mikulas to give

the children who lived in this house their very own presents.

4. What do Hungarians believe happens on Christmas Eve? What does Kate's father say the Christ Child gives to everyone?

They believe the Christ Child walks on the earth giving gifts to all the children. Sandor says the Christ Child puts so much love inside everyone's heart that the love turns into gifts which are found under the Christmas tree.

Research, Writing, and Drawing

Research Mikulas Day: Here is a link to get you started:

http://www.catholic.org/saints/saint.php?saint_id=371

Write a brief paragraph describing how the Hungarians celebrate this day.

<http://www.hungarotips.com/ch/mikulas.html>

Research St. Nicholas and as a family make a celebration on his feast day.

Draw a picture of either Jansci or Kate wearing their Sunday clothes.

Chapter 13

1. From what type of wood were they making the chairs?

Maple

2. What does Kate's father do for a living? *He is a school teacher.*

3. What does he mean when he says that no man can resist the song of the saw? Do you agree with him? Explain.

The song of the saw is the sound the saw makes. Men found this to be very gratifying, being able to make things for use in the home.

4. According to Pista, with what would Sandor be paid if he stayed in the country and taught? *Love, peace and happiness*

5. Why did Pista offer to make a Christmas Tree and how did he make it?

The snow was too deep to go to the forest so Pista offered to make one out of wood. He said he would carve out the branches and trunk, dye straw green, cut it and glue it to the branches.

6. Why do you think Sandor decides to stay in the country?

Answers will vary. He misses his home in Hungary. He misses his brother. He sees how Kate has grown and that the country is good for her.

Student Section

The Good Master

By Kate Seredy

Before Reading

This is the story of a family that lives in Hungary in the early 1900's. Before you begin to read, you may want to do a little research about this country. You may find books at the library or find information on the Internet with the help of your teacher.

Here are some other things to think about before you begin to read.

1. Locate Hungary and Budapest on a map. Based on where it is located, what kind of weather do you think they experience in Hungary? Notice what countries are its neighbors. Research the country flag and draw and color it.
2. Think about someone you know whom you admire. Think about what it is that makes this person so admirable. Make a list of his/her qualities. Can you think of a particular event in that person's life that demonstrates these qualities? Write a paragraph about this person describing his/her qualities and then explain why you find him/her admirable.
3. Using the chart in the Appendix, make lists of the kinds of activities you do at different times of the year. At the end of the story you will make a chart to show what the characters in this story do at different times of the year, and then you will compare it to your chart.
4. Discuss with your teacher: What do you do when unexpected things happen? What is the most important thing to remember when you are caught off guard by unexpected happenings? Think of some examples of this in your own life.
5. Based on the cover of the book and what you've discussed in this prereading section, what do you think might happen in the story *The Good Master*?

While Reading

This guide includes four kinds of activities, listed below. In addition, while reading this book you will be learning a lot about the customs of the people at that time.

1. Vocabulary

Vocabulary words for each chapter are listed all together in the Appendix on page 31. Before you read each chapter you should go over the chapter vocabulary list with your teacher. Discuss the meanings or use a dictionary to find the meanings. If the word has more than one meaning, jot the meanings down so when you encounter them you will have a true understanding of what the author is saying.

2. Discussion Questions

These questions are meant to start a conversation about the story. After reading the chapter, look over the questions and be ready to discuss them. You may want to jot notes on your paper with your first impressions of the questions. Looking over the questions right away will help you to think clearly about the story.

3. Reading Log

As you read the story, you will make a reading log entry for each chapter. In this reading log you will be noting and reflecting upon the character of Kate. You can do several different things with this log depending on your interest. The first choice is just to tell what happened in the chapter and how Kate behaved. Give your opinion about her behavior and tell what you think she should or will do next. Particularly notice any changes in Kate as the story progresses. The second option is to take on the character of Kate and write the reading log as if it is Kate's journal. Try to see things from her perspective and comment on the events of the story based on what you think she is thinking. (For example, *Today Jansci and I . . .*, or *I really got in trouble today . . .*)

4. Writing, Research, and Drawing

In each chapter you will have an opportunity to further enhance your enjoyment of the book by doing various projects. There are research and writing opportunities as well as chances for narration and drawing. You and your teacher can decide which of these activities you will do.

Chapter 1

Vocabulary

clad
bellowed
mottled
shrill
imp
tirade
tumult
reproachful

Discussion questions

1. Describe the daydream Jansci had about himself and cousin Kate.
2. How does his daydream compare with his first experience with her?
3. Why do you suppose Jansci's father did not put a cross mark in the stick this time around?
4. How do you think Jansci and Kate will get along? What do you think Jansci's father will do with Kate after her dangerous prank?

Make a Reading Log entry.

Research, Writing, and Drawing

Write a paragraph describing your first impression of Kate. Be sure to use a Thesaurus to make your language more vivid.

Look up what a cobblestone street might look like and draw a picture.

Look up the *measles* and write a summary paragraph of the disease.

Chapter 2

Vocabulary

chariot
petticoats
mite
jabber
demurely
laconic
menagerie

Discussion Questions

1. What do you think Jansci's father meant when he said Kate was like a wolf in sheep's clothing? Where have you heard that before?
2. Why do you think Jansci's father is called, "The Good Master" by his brother?
3. Why was Jansci's father angry at Kate for being on the rafters?
4. What does Jansci mean when he says he felt like crying but he was happy?

Make a Reading Log entry.

Research, Writing, and Drawing

In a compare/contrast paragraph, explain what Jansci expected Kate to be like versus what she is really like.

From what you read in the story describe a Bunda and in a paragraph explain what it is made of and what it is used for. Then draw a picture to go with your paragraph.

Chapter 3

Vocabulary

swill
whittle
spading
wheedled
pommel
queer

Discussion Questions

1. Why are the sheep kept far from the horses?
2. Where did Kate think milk came from?
3. Why did the mother duck become frantic?
4. Why did Jansci warn Kate not to scream while riding?
5. Give an example from the story why Jansci's mother thought Kate was better off in pants?
6. Why couldn't Kate walk after riding the horse?

Make a Reading Log entry

Research, Writing, and Drawing

Make a list of Jansci's chores. Compare it to a list of the chores that you do.

Chapter 4

Vocabulary

solicitous
hospitality
wail
balked
flax

Discussion Questions

1. Why do you suppose Kate did not like Easter?
2. How many skirts did Kate have to wear on Easter morning and why?
3. What is the purpose of sprinkling water on the girls?
4. What did Kate write on her egg to Uncle Marton?

Make a Reading Log entry

Research, Writing, and Drawing

Make a list of the steps in order that Jansci's mother takes to make a tablecloth.
Using your Reading Logs, write a paragraph citing examples of how Kate has changed since arriving on the farm.

Chapter 5

Vocabulary

wry
abreast
tethered
bedraggled
incredulously
mirage

Discussion Questions

1. How did Kate earn Milky?
2. Why was the pasture named *Toepincher*?
3. Describe Pumi and his job at the pasture?
4. Why does Pista not sell his jewelry?
5. What is Kate's offer of payment for the jewelry?
6. What do think Kate will learn about a mirage?

Make a Reading Log entry.

Research, Writing, and Drawing

Research and write a brief summary of what a crawfish is and where it is found. Then draw a picture to go with it.

Pista is content living on the pasture as a shepherd. In a paragraph describe what it means to be content.

Research the flower Bridal Veil. Find out why it has that name and draw a picture of it.

Chapter 6

Vocabulary

peasant
nightingale
poppy
gypsy

Discussion Questions

1. What does it mean to follow something blindly?
2. What is the moral of the story of the mirage told by Pista? Why is this lesson important to remember?

Make a Reading Log entry.

Research, Writing, and Drawing

Read the story of the mirage again. Then narrate the story either in writing or orally. Draw a picture to go with it.

Chapter 7

Vocabulary

stampede
spade
bewildered
placidly
conscientious
magpies
monarch
dowry

Discussion Questions

1. What does the stork's return signal for Mother?
2. Suddenly Kate has found herself very busy with work. What is she in charge of?
3. What lesson had Jansci learned from Kate's seedlings?
4. Explain how the "komp" works.
5. When the partridges frightened the wild horses, who led the stampede into the pasture?
6. Arpad told the story of the Milky Way which he called *Skyway of the Warriors*. How does the story affect Kate? Why does he say it is the story of all Hungarians?

Make a Reading Log entry.

Research, Writing, and Drawing

Draw a picture of how a komp works.

Research an Acadia tree and write a brief summary of where it is found. Then draw a picture
See if you can locate the river Tisza on your map.

Narrate, either orally or in writing, the story Arpad told of the Milky Way.

Chapter 8

Vocabulary

trilled
warble
bantam
swain

Discussion Questions

1. Why does Uncle Marton want to write to Kate's father?
2. Kate and Jansci got up early and did all the chores to surprise Uncle Marton. This is an example of what virtue? Explain why.
3. Since Jansci's father sold all of his horses, he said each family member could pick out anything they wanted. What did Mother choose? What did Jansci choose? What did Kate choose? What does each choice show about the person?
4. Why didn't Uncle Marton spank Kate after she ruined the circus show?

Make a Reading Log entry.

Research, Writing, and Drawing

Write a paragraph as if you are Uncle Marton explaining why you feel blessed. Describe the fair and draw a picture to go with it.

Chapter 9

Vocabulary

gawky
parched
dejectedly
sultan
rivulets
wan
lamented

Discussion Questions

1. What was happening on the farm that had father so worried?
2. At the beginning of this chapter, the author writes, “Little pink and yellow buds peeked out of their tight green coats, promising to burst into bloom any minute” What do you think the “tight green coats” are?
3. Why does Kate decide that they must tell Uncle Marton about her rescue in the current? What does this show about her character? What you think would have happened if they hadn’t told?

Make a Reading Log entry

Research, Writing and Drawing:

In a paragraph, describe the story of the Turkish Sultan and include the moral of the story.
Draw a picture of the scene where Kate is caught in the current and saved by Jansci.

Chapter 10

Vocabulary

innumerable
scythe
flails
incredulously
snickered

Discussion Questions

1. What qualities does Father have that make others call him *The Good Master*?
2. Why do the farmers think that are nasty weeds?
3. Why were there patches of wheat uncut?
4. What do the gypsies make out of clay and straw?
5. Harvest time on the farm was a preparation for what? How did this preparation differ from Kate's experience living in the city?
6. Describe what happened when Kate and mother stayed home.

Make a Reading Log entry.

Research, Writing, and Drawing

Research the life of gypsies and write a brief summary describing how they live today and in what parts of the world? Think about how someone in America might be considered a gypsy versus what a gypsy life is like in a foreign country.

Based on your research of gypsies, do you think the plan Kate had when she was captured was a good one? Explain why or why not.

Reread the opening description. Write a paragraph describing something beautiful near your home. Use similes like the author of this story does.

Chapter 11

Vocabulary

rapt
murmuring
gnome

Discussion Questions

1. Why does the priest think is brave?
2. What do you think of the priest's definition of courage? Do you think it is a good one? Explain why or why not.
3. Do you think they will be able to convince Kate's father to stay in the country with them?
4. Describe how was the flour made in the mill?

Make a Reading Log entry.

Research, Writing, and Drawing

Draw a picture of a mill.

The mill owner told a story to the children of a Prince looking for the land where no one dies. Make an outline of the four different lands he came to. From your outline, write a 2 paragraph essay about the different lands and include the following: the name of each land, a description of each land, and why the Prince could not stay in each one.

Create a storyboard presentation of the story of the Prince. To do this, take a large piece of construction paper and divide it into 4 or 6 boxes. In each box draw a scene from the story. Put a brief caption in each box. Then the storyboard can be used to retell the story. Be sure to decide before starting how many boxes will be needed to tell the story.

Chapter 12

Vocabulary

stoutly
persisted
bishop
astonishing

Discussion Questions

1. What is the date of Mikulas Day? Did you guess as you read that “mikulas” was really Kate’s father? If so, what clues helped you to figure it out?
2. Why do you think Kate felt good about delivering the gifts? Have you ever felt that way? Explain.
3. When Mikulas, the children, and father got to the last house, the goodie bag was empty. Describe what kind of family lived in that house and what Kate and Jansci suggested they do. Why was Mikulas happy about that?
4. What do Hungarians believe happens on Christmas Eve? What does Kate’s father say the Christ Child gives to everyone?

Make a Reading Log entry.

Research, Writing, and Drawing:

Research Mikulas Day. Write a brief paragraph describing how the Hungarians celebrate this day.

Research St. Nicholas and as a family make a celebration on his feast day.

Draw a picture of either Jansci or Kate wearing their Sunday clothes.

Chapter 13

Vocabulary

impassable
rungs
painstakingly
sheaves
speechless

Discussion Questions

1. From what type of wood were they making the chairs?
2. What does Kate's father do for a living?
3. What does he mean when he says that no man can resist the song of the saw? Do you agree with him? Explain.
4. According to Pista, with what would Sandor be paid if he stayed in the country and taught?
5. Why did Pista offer to make a Christmas Tree and how did he make it?
6. Why do you think Sandor decides to stay in the country?

Make a Reading Log Entry.

Research, Writing and Drawing:

Research the spinning wheel and write a summary of its history.

Write a paper explaining whether you would rather live on the Nagy's farm or in the city. Give reasons for your answers.

Research the history of the Christmas Tree.

After Reading

Choose some of the following activities to think more deeply about the story.

1. Look at the chart you made of the activities that you do throughout the year. Fill in the chart for Kate and Jansci. Make note of the similarities and differences. Write a paragraph or two on how your life is similar to or different from Kate and Jansci's.
2. Discuss with your teacher: Why is this story called *The Good Master*, as opposed to, let's say, *The Adventures of Kate*?
3. Reread what you wrote about a person you admire. Does Uncle Marton have any of the qualities you found in the person that you know? Write a paragraph about Uncle Marton as if you are Kate or Jansci telling how you admire Uncle/Father.
4. Write a character sketch of Kate.
5. Write a report about the country of Hungary. Choose three things about the country to tell about and write one paragraph for each one. This will be the middle of your paper. Then write an opening and closing paragraph. OR, make a travel brochure for someone who is interested in taking a trip to Hungary.
6. Choose any topic from the "Research, Writing and Drawing" sections to investigate more deeply.
7. Create a "story bag" for *The Good Master*. Place in your bag things that have significance to the story. Then take them out one by one and show them to your teacher and explain why they are important to the story. For example, you might put in a toy stuffed chick and explain how Kate took care of the chickens.
8. Create a "found" poem by searching through the book for key words or ideas. Copy these key word, ideas, or phrases and then arrange them in a way that evokes a feeling or idea about the story. Here is an example from *Goldilocks and the Three Bears*:

Hot porridge three,
Walking,
Goldilocks,
Just right three,
Sleeping.
Bears return,
Empty bowl,
Broken chair,
Sleeping girl,
Away she runs.

Appendix Section

Vocabulary Lists

Chapter 1

Clad
Bellowed
Mottled
Shrill
Imp
tirade
tumult
reproachful

Chapter 2

Chariot
Petticoats
Mite
Jabber
Demurely
laconic
menagerie

Chapter 3

Swill
whittle
spading
wheedled
pommel
queer

Chapter 4

Sollicitous
hospitality
wail
balked
flax

Chapter 5

Wry
Abreast
tethered
bedraggled
incredulously
mirage

Chapter 6

peasant
nightingale
poppy
gypsy

Chapter 7

stampede
spade
bewildered
placidly
conscientious
magpies
monarch
dowry

Chapter 8

trilled
warbled
bantam
swain

Chapter 9

gawky
parched
dejectedly
sultan
rivulets
wan
lamented

Chapter 10

innumerable
scythe
flails
incredulously
snickered

Chapter 11

rapt
murmuring
gnome

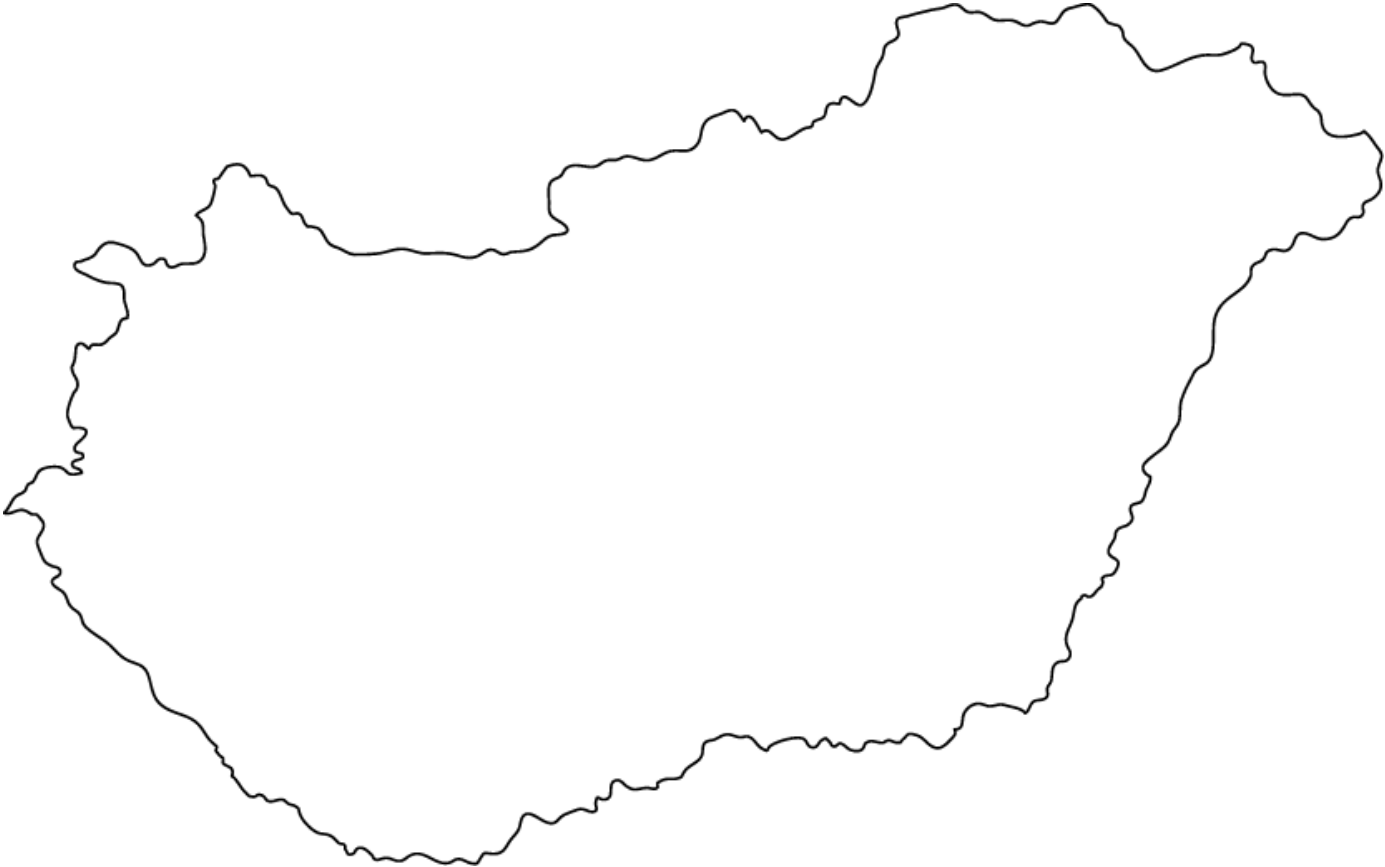
Chapter 12

stoutly
peristed
bishop
astonishing

Chapter 13

impassable
rungs
painstakingly
sheaves
speechless

Map of Hungary



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Map of Europe



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Chart of Year-round Activities

List the activities you do at particular times of the year.

(For example, baseball in spring and summer, sledding in winter, school in winter, spring and fall, etc.)

Winter	Spring	Summer	Fall

Chart of Year-round Activities for Kate and Jansci

List the activities they did at particular times of the year.

(For example, round up in spring, collecting wood for winter in the fall, etc.)

Winter	Spring	Summer	Fall