

Ms. Bailey’s Pre-Ap English III Wish You Well Study Guide

Identify each segment of your answers (those listed in red), according to the title of the activity, and place in the order of this guide within your WISH YOU WELL journal. Do not complete on these sheets.

Positive Profiles

Directions

Create a positive profile, 1 page each, for each of the following character in the novel: Eugene, Lou, Louisa, Jack, Amanda, Diamond, Cotton, Oz, and Billy.

Complete name:

Nickname:

Strengths:

Hobbies:

Smartest action performed:

Questionable actions:

Positive statement about the character:

Elements of Fiction Chart

SETTING	CHARACTER TRAITS	CHARACTER GOALS
Where does the story take place?	What are the names and descriptions of the major characters in the novel?	What is each character trying to accomplish?
PLOT		THEME
Rising Action: What information leads to the problem or conflict?		What is the message the author is trying to convey by writing the work?
Climax: What is the unfolding of the conflict and how are the major characters affected?		
Falling Action: How is the conflict resolved?		

Logographic Cues

Reading Skills : • Understanding text structure • Identifying the main idea

Overview of the “Logographic Cues” Strategy : A logographic cue is a simple symbol or picture that acts as a visual reminder of an important literary element in a text, thereby providing a support for students as they read. While this strategy may be used before, during, or after reading, the activity below employs the strategy during the reading of *Wish You Well*. Baldacci’s use of description assists the reader in visualizing characters, setting, and motifs throughout the novel. Mark the text with symbols to remind yourself of the location of these elements.

Activity for the “Logographic Cues” Strategy

1. One of the major motifs used by Baldacci is that of the railroad. In the text, the railroad serves as a division as well as a connection between places and people.

2. Design a cue for references to the railroad and to mark the text with this cue. (The railroad is introduced in chapter 4.)
3. Mark the text with this cue each time they read a passage that describes some aspect of the Virginia setting of the novel.
4. Choose 5 passages referring to the railroad, and discuss the importance of this motif in determining one of Baldacci's intentions in the novel - discuss the importance of setting in each passage.
5. As a concluding activity, write a two page essay in which you discuss the importance of the railroad in the conflict of the novel or the importance of setting in determining theme.
 - State opinion in the first paragraph
 - Assert an arguable position
 - Provide a clear, specific, and elaborated focus for the essay
 - Support opinion with clear and compelling reasons
 - Provide detailed, specific explanations of reasons
 - Choose precise and appropriate words
 - Reflect appropriate voice
 - Make few or no errors in grammar, usage, and mechanics

Mastering Context Clues – *apply to assignment below*

The four types of context clues are:

1. Definition/Explanation Clues : Sometimes a word's or phrase's meaning is explained immediately following its use. Example: "Etymology, which is the study of the origin of words, finds many teachers taking the bull by its horns when unraveling the mysteries of vocabulary studies."
2. Restatement/Synonym Clues : Sometimes a challenging word or phrase is clarified in simpler language. Example: "Lou felt as though she had been sent to the doghouse when Louisa admonished her for fighting at school." Because the phrase "being sent to the doghouse" means being punished, admonish could mean to disapprove or to scold.
3. Contrast/Antonym Clues : Sometimes a word or phrase is clarified by the presentation of the opposite meaning somewhere close to its use. Look for signal words when applying context clues. Example: "Lou thought that her mother's recovery was futile, but Oz remained faithful to the course of his mother's restored health." The signal word but tells the reader that an opposite, contrasting thought is occurring. Consequently, futile must mean the opposite of remaining faithful to the course; therefore, it must mean giving up.
4. Inference/General Context Clues : Sometimes a word or phrase is not immediately clarified within the same sentence. Relationships, which are not directly apparent, are inferred or implied. The reader must look for clues within, before, and after the sentence in which the word is used. Example: "Dementia almost overcame Lou when she stepped off the train at Rainwater Ridge and felt as crazy as a betsy bug as she realized how different her new life would be." Dementia can be defined as being insane because the phrase "as crazy as a betsy bug" indicates insanity. Another example : The nurse in Wish You Well states that she would "...require a free reign in overseeing the children. These two need discipline, and I intend to provide it." The idiomatic phrase, "a free reign," can be defined by looking for clues in the second sentence. The nurse wants the freedom to discipline the two children her way because she has noticed how undisciplined they already are, and she is determined to provide it all by herself.

Analyzing Idiomatic Expressions

Part 1.

Before we begin to analyze the meaning of various idiomatic expressions in David Baldacci's novel Wish You Well, we need to practice analyzing the meanings of some common ones. Read each statement and decide the meaning of the italicized phrase. The first one is done as an example.

1. He was on the carpet for not finishing his essay on Baldacci.
Definition: on the carpet means in trouble.

Explanation: Because he had not finished his essay on time, he was going to be in trouble. Context Clue: Inference (The words not finishing infer getting into trouble.)

2. Her impressive PowerPoint presentation on Appalachian dialect swept the teacher off her feet.

Definition:

Explanation:

Context Clue:

3. Although getting lost caused the adventure into the woods to get off on the wrong foot, Lou and Oz ended up having a wonderful experience once Diamond found them.

Definition:

Explanation:

Context Clue:

Part 2.

In order to present a clearer image of Appalachian life during the 1930s, David Baldacci employs many idiomatic expressions in *Wish You Well*. Read each of the following quotations, and think about the definition of each italicized idiomatic expression. Analyze the expression by supplying its definition, explanation, and context clue. Then share your thoughts with your partner.

1. “They’s the toughest things God ever made, and them durn critters keep grudges till kingdom come. Don’t never forget one smack of the whip, or slip of a shoeing nail.”

Analyze the idiomatic expression till kingdom come:

Definition:

Explanation:

Context Clue:

2. “‘Because I’m tired of dirt and mules and manure and hauling water,’ said Lou. She patted her pocket. ‘And because I’ve got twenty dollars I brought with me from New York that’s burning a hole in my pocket,’ she added, staring at him.”

Analyze the idiomatic expression burning a hole in my pocket:

Definition:

Explanation:

Context Clue:

3. “And most of the businesses here rely on those people spending those mining dollars. If that goes away, then it might not seem so prosperous anymore. A house of cards falls swiftly.”

Analyze the idiomatic expression a house of cards:

Definition:

Explanation:

Context Clue:

4. “Lou said, ‘Diamond, tell me why you put horse manure in that man’s car.’

‘Can’t tell you, ‘cause I ain’t do it.’

‘Diamond, come on. You as good as admitted you did to Cotton.’

‘Got me oak ears, can’t hear nuthin’ you saying.’”

Analyze the idiomatic expression oak ears:

Definition:

Explanation:

Context Clue:

5. “‘They have more fields and livestock than we do,’ Lou said. ‘So how come they don’t have anything to eat?’

‘Cause their daddy want it that way. Tight with a dollar. Didn’t let none go till his feet wedged agin root.’”

Analyze the idiomatic expression his feet wedged agin root:

Definition:

Explanation:

Context Clue:

6. “The barn was fully ablaze. Lou and Oz hauled buckets of water from the springhouse, but Lou knew it was like trying to melt snow with your breath.”

Analyze the idiomatic expression trying to melt snow with your breath:

Definition:

Explanation:

Context Clue:

Part 3.

Writing: With a partner, compare/contrast the way in which Diamond, Lou, Oz, Cotton, and Eugene celebrate Independence Day to the way the two of you normally experience July 4. Use four idiomatic expressions when describing the two celebrations. Write your OWN paper though. **Minimum of 2 pages.** You must demonstrate consistent control of composing domain, focus your central idea with key examples, illustrations, reasons, events, and/or details. Transition logically and connect above elements both within paragraphs and across entire piece. Organization must be strong and apparent. Control must be maintained over the central idea, organization, elaboration, details, introduction, and conclusion. Vocabulary must be enhanced, and word choice must be highly specific. Tone must be purposeful. Writer’s voice must be present. Figurative language must be appropriately used. Varied sentence length must be employed and subordinated ideas must create a rhythmic flow.

Most Important Word

Reading Skills : • Identifying the main idea • Making generalizations • Summarizing

Overview of the “Most Important Word “ Strategy

The craft of writing is primarily a process of choosing individual words to comprise precise phrases and choosing ways to place those phrases in an order that will yield well-crafted, meaningful sentences. Throughout *Wish You Well*, Baldacci uses a number of words consistently to draw the reader into the body of the text, making unfamiliar characters become familiar in the readers’ minds. Baldacci’s use of important words assists the reader in maneuvering through the text while maintaining a focus on overall meaning.

You will use this strategy **once for every 5 chapters**. List chapter number when completing the strategy, and write at least one page for each entry.

Activity for the “Most Important Word “ Strategy

1. Chapter 1 – 5: discuss the words “wish” and “well”.
2. Begin by brainstorming definitions of the two words. These definitions may be from the dictionary or may be self-generated.
3. Identify various passages in which these two words are used as part of a phrase or alone, and explain the significance of these instances.

4. Discuss the significance of the words “wish” and “well” in the title.

5. For **EACH 5 chapters** from chapter 6 through the end of the novel, repeat numbers 2 & 3 for each of the “Most Important Words” that you identify.

6. Then, for each word, explain the author’s intent in choosing words carefully to craft a message by explaining how important words affect your understanding of one of the elements of fiction in this novel.

Argumentative Writing: Primary Trait Rubric

Make sure you:

- state your opinion · employ language control · give supporting reasons
- use appropriate voice/control · develop arguments · insure mechanical correctness

Any paper that states an opinion should give compelling reasons to support that opinion. It should also present clear, detailed, and specific explanations in support of that argument. It should demonstrate strong language control (word choice, sentence variety), voice and tone that are appropriate for the audience and topic. It should also acknowledge and refutes opposing points of view. It contains almost no mechanical and usage errors.

Predicting the Outcome

Reading Skills : • Making predictions • Making connections • Making inferences • Determining cause and effect

Overview of the “Predicting the Outcomes” Strategy :

“Predicting the Outcomes” is a strategy that allows you to “stop,” “drop,” and “roll.” You are encouraged to stop where you are, drop the novel (close the book momentarily), after an important passage about a main character and roll all of the information you have into a prediction of what will happen in the coming chapters.

This activity should occur during the reading of the novel and is effective throughout to determine your comprehension of the novel.

Activity for the “Predicting the Outcomes” Strategy

1 PAGE FOR EACH OF THE MAIN CHARACTERS:

Eugene, Lou, Louisa, Jack, Amanda, Diamond, Cotton, Oz, and Billy.

EXAMPLE FOR DIAMOND:

1. After you read up to chapter 20, answer the following questions about Diamond:

- Is Diamond always very vague about his personal life?
- What do you believe has happened to his family?
- Who is responsible for his care?
- Is Diamond responsible for the mishaps that have been occurring in the next town?
- What will happen to Diamond?

2. Use information from chapters 6 through 20 to predict the life and fate of each of the characters and write down your predictions.

3. At the end of the novel, rate your prediction as same, similar, or different from the actual outcome. Explain.

Retellings

Reading Skills : • Summarizing • Identifying literature elements • Analyzing chronological order • Identifying the main idea • Recalling facts

Overview of the “Retellings” Strategy : You will retell specific events from the novel or retell the plot in its entirety.

Activity for the “Retellings” Strategy
Retell at least **FIVE** of the following:

- Lou and Oz’s journey from New York City to the mountain in Virginia
- events of the story that they consider to be humorous, including exact quotes and explaining their meaning
- Lou, Oz, and Diamond’s trip into the town of Dickens
- what happened at the mines when Eugene went to get a bucket of coal
- an event from the novel that they consider relevant to society today
- events that support George Davis as the antagonist of the novel
- events that portray Diamond Skinner as a smart boy without book learning
- events in the novel that brought tears to their eyes, including specific quotes and diction (word choice) that prompted this emotion
- settings in the novel that the author describes by using sensory language.

CHECK YOURSELF! Does your retelling...

Have an introduction that includes the novel’s title and setting? List the main characters and explain their relationship to one another? Explain the roles of the characters; antagonists and protagonists? List the main events as they occur? Discuss the internal and external conflicts faced? Explain how the conflicts were resolved? Mention the reader’s personal response to the novel?

Save the Last Word for Me

Reading Skills : • Rereading • Comparing and contrasting • Articulating meaning • Identifying literary elements • Analyzing descriptive writing • Identifying theme • Identifying conflict • Analyzing persuasive technique • Drawing conclusions

Overview of the “Save the Last Word for Me” Strategy

The “Save the Last Word for Me” strategy requires that you find a passage in the text that illustrates an example of something, such as a literary element or a technique. It also requires you to discuss your choices and defend them.

Activity for the “Save the Last Word for Me” Strategy

1. Choose a passage that is humorous (Be able to explain a method used by the author to make the passage funny.)

- that uses figurative language, explaining what is literally meant by the author
- that supports the conflict of the novel
- in which the author uses imagery
- that defines irony of situation in the novel
- that presents a persuasive technique used

2. Copy the selected passage.
3. Write a paragraph explaining why you selected this passage.

You must **complete at least 5** of these **from different points** throughout the novel.
Do NOT copy anyone else's work.

Somebody Wanted But So

Reading Skills : • Identifying conflicts and resolutions • Identifying character differences, goals, and motivations • Identifying main ideas and details • Recognizing cause-and-effect relationships • Making generalizations • Understanding how shifting the point of view emphasizes different aspects of a story

Overview of the "Somebody Wanted But So" Strategy

Your identification of plot elements, such as conflicts and resolutions, can be facilitated by the use of the "Somebody Wanted But So" (SWBS) reading strategy. With SWBS, you create a SWBS statement that identifies a character, the character's goal/motivation, a conflict that impedes the character, and the resolution of the conflict.

The statement has four sections:

Somebody	Wanted	But	So
(character)	(goal/motivation)	(conflict)	(resolution)

While the SWBS reading strategy lends itself to after reading, it can be used during the reading of specific chapters or a section of the text and with the main plot as well as subplots.

Example of the "Somebody Wanted But So" Strategy:

- 1) In the passage in chapter 23 in which George Davis demands restitution for his damaged still.
- 2) Use the information from the passage to create a written SWBS statement for George Davis, supporting your statement with evidence from the text, like this:

Somebody (character) George Davis

Wanted (goal/motivation) wanted payment for his damaged still

But (conflict) but Louisa refused to pay

So (resolution) so Diamond gave George Davis his prized silver dollar.

Completed Statement: George Davis wanted payment for his damaged still **but** Louisa refused to **so** Diamond gave George Davis his prized silver dollar.

- 3) You should ALSO label conflicts correctly as internal or external and man vs. himself/man/society/nature/the supernatural, and identify conflict resolutions as well as unresolved conflicts.

There can be more than one SWBS statement for a character. Differences among SWBS statements can be attributed to the differences in your own experiences, your viewpoints, and your own personal interpretations of the passage. Differences can also be accounted for by the fact that characters, like real people, may have many goals and motivations, each of which may be complicated by a conflict, some of which may remain unresolved.

The SWBS chart helps readers identify conflicts and resolutions in literary works. Novels have multiple subplots and multiple important characters, so there are many SWBS statements for the characters of Wish You Well.

Part 1.

Identify at least **THREE** conflicts for **EACH** of the main characters from different portions of the novel and place them in this format, including labeling them as internal or external AND man vs. himself/man/society/nature/the supernatural, as well as if the conflict is resolved or unresolved.

Eugene, Lou, Louisa, Jack, Amanda, Diamond, Cotton, Oz, and Billy.

FORMAT EXAMPLE:

(pages _____ – _____) The conflict presented in this section of Wish You Well is the struggle between _____ and _____ in which (describe the conflict)

Somebody (character) Wanted (goal/motivation) But (conflict) So (resolution)

Part 2.

Identify what you consider to be the central conflict of the novel. At the novel's end, is this conflict resolved? Explain. Could the novel have ended differently? Explain. Why do you think Baldacci ended the story as he did? Write at least 1 page.

Sketch To Stretch

Reading Skills : • Identifying main ideas/themes and visually expressing themes • Recognizing/analyzing cause-and-effect relationships • Making inferences • Drawing conclusions • Forming generalizations • Creating summaries

Overview of the “Sketch To Stretch” Strategy

By drawing symbolic representations of their interpretations of a story, you can use the “Sketch to Stretch” (STS) reading strategy to help effectively identify the main ideas or themes of a literary work. This visual expression of a story's main ideas facilitates your identification and understanding of symbols while allowing you to use symbols to express your personal responses to the text.

One STS response to Wish You Well is a simple sketch of a coin. On a sheet of unlined paper, draw a circle about the size of a saucer. In the circle, sketch a simple line drawing of a face in profile, similar to the face on a quarter. The profile doesn't have to look like anyone in particular. Instead, it is supposed to symbolically represent Diamond, the mountain boy. Above the profile, print the word LOYALTY in capital letters in an arc that follows the edge of the coin. Below the profile, print the word PRICELESS. Add any other features you wish.

Activities for the “Sketch To Stretch” Strategy

- 1) Read chapter 18, paragraphs 20–29, about Diamond and his lump of coal.
- 2) Notice the embedded comparison of a lump of coal hiding a diamond and a rough person hiding a gem of a human. Focus on the challenge of discovering a person's — any person's — true worth with only the external form of that person as an indicator of value.
- 3) Your STS coin drawing represents Diamond - artistic ability is not the point here, but your ability to interpret text and identify themes and symbols is the focus. Your simple sketch is a symbolic representation of a main idea or theme that you identified in Wish You Well. The sketch symbolically

illustrates the theme that all people are of value, even those who, based upon first impressions, seem to have little to offer.

5) Now, discuss how that can be true, and use real life examples.

6) Create a drawing that represents the various themes that you find in the novel – **DO NOT COPY FROM OTHER PEOPLE**. Each sketch must have symbolic meaning(s), each drawing is a symbolic representation of a theme, not a literal illustration of an event from the work. Brainstorm themes with other students, make suggestions for other students as you think of them, but **DO NOT** copy others' drawings and/or ideas. **You must complete at least 5 STS Drawings.**

7) You may make simple line drawings or sketches only, but are more than welcome to explore beyond those boundaries if you wish to do so. Write an explanation of why you drew what you drew. Give evidence from the novel to support your interpretations, opinions, and ideas.

Read, Rate, and Reread - Chapter 5

Reading Skills : • Determining writer's purpose • Identifying the main idea • Monitoring reading • Establishing a purpose for reading

Overview of "Read, Rate, and Reread" Strategy

This lesson will help you improve your reading comprehension by emphasizing the importance of careful, repeated readings of material. This strategy can be adapted for use during students' reading of any section of the novel. Read a selection three times and evaluate your understanding of the passage on each successive reading. You will further develop skills at monitoring reading comprehension.

Activity for "Read, Rate, and Reread" Strategy

1. Rate your understanding of the first reading on a scale of 1 to 10:

List any questions you have about the reading. Questions may be about what happened, vocabulary, motivation, or anything else that seems unclear.

2. Read the selection and rate your understanding again:

Have them indicate which earlier questions you can now answer.

3. Read the selection and rate your understanding one last time:

List any remaining questions.

Write about what you learned from this reading strategy by answering these questions

- What did you learn from this activity?
- What was most useful about the activity?
- How will this experience affect the way you approach reading material in the future?
- Did your understanding ratings change? How?
- How do you think your reading of the four previous chapters affected your understanding of this chapter of the novel?

Read, Rate, Reread – Chapter 7

Reading Skills : • Identifying main idea • Determining writer's purpose

1. Read Chapter 7 of *Wish You Well* three times. After each reading, rate yourself on how well you comprehend what you just read and will write down questions you have about the text.

2. Discuss Baldacci’s description of the setting. Ask, “What do you experience as a reader upon Lou and Oz’s arrival to the mountains?”

• After the first reading of chapter 7, how well did you understand what you read on a scale from 1 to 10? What questions do you have after this first reading?

• Read the selection a second time. This time, slow down any part of the reading that was difficult the first time. How well did you understand what you read on a scale from 1 to 10? Write down the answers to the questions above that you can now answer. Write down new questions you have after the second reading.

• After reading the selection a final time, write down any unanswered questions and answer above the questions you can now answer. Record your rating of this third reading on a scale of 1 to 10. Write down new questions that you have after the third reading.

The purpose of this chapter is to introduce to you the main setting of the story. Think about Baldacci’s description of the setting, then answer the questions below.

- 1) How does he describe the mountains?
- 2) Write down sentences from the selection that describe this new world that Lou and Oz enter.
- 3) What do you experience as a reader after reading Baldacci’s description of Lou and Oz’s new “home”?
- 4) How do you think this strategy will help you change your reading and understanding of chapter 7?

Probable Passage — Chapter 27

1. Read and discuss the following list of key words and phrases:

be a boy	refuses	in the barn	Billy Davis
warm, summer night	pregnant mare	Louisa’s farm	apologizes
angered threats	take a rifle	Lou	no midwife
hot water and clean sheets	greedy actions	most miserable soul	

2. Categorize each of the words above in a column under one of the words below:

Setting **Characters** **Problem** **Resolution**

3. Probable Passage: Rewrite the following passage and place the key words from your chart in the probable passage below. Change word categories at this point if you wish.

The chapter begins on a _____ . _____ is one of the characters who arrives at _____ stating that his mother is about to give birth, but there is _____ . Louisa agrees to go and Eugene encourages her to _____ . When Louisa insists on going alone, Lou refuses to stay. Upon arrival, George Davis is _____ , tending to the _____ . Louisa instructs Lou and the Davis children to gather _____ . While Louisa is with Sally Davis, the climax of the chapter occurs — Lou _____ to Billy Davis. Yet, just when they begin to resolve their conflict, George Davis offers _____ , telling Louisa he wants her off his land. When Louisa _____ , he demands that the baby _____ . When the baby is born, Sally names him after _____ . The chapter ends with Louisa and Lou’s discussing George Davis’ _____ . They describe him as a _____ .

After reading chapter 27 of *Wish You Well*, explain on another page the differences between your predictions and what actually happened in the chapter. Write one page.

Probable Passage — Chapter 30

1. Read and discuss the following list of key words and phrases:

canned in jars	nothing to eat	Eugene
buckets of potatoes	night	fretted
heavy wagon	bags of cornmeal	sharing
Billy Davis	Louisa	late summer
filled lard buckets with berries	harvested	

2. Categorize each of the words above in a column under one of the words below:

Setting **Characters** **Actions** **Objects**

3. Probable Passage: Rewrite the following passage and place the key words from your chart in the probable passage below. Change word categories at this point if you wish.

In _____ (time), food was abundant, and it was time for _____, _____, and the children to harvest their crops. They _____ they picked and made into jams and preserves. They shucked the corn and picked beans, tomatoes, and fruits. All this they _____ and stored under the stairs. Turnips, rutabagas, carrots, and potatoes were dug for winter storage. While Louisa and her family had plenty of food, they also thought of those who had _____. This included _____ and his family. One dark summer _____, Billy brought a wagon to Louisa's farm. Lou was surprised when her grandmother and Eugene began loading _____, _____, and all sorts of food into the wagon. Billy then drove the _____ home with food for his mother and his brothers and sisters. Lou learned that Louisa had been secretly _____ the food she _____ with the Davis family for many years. Louisa told her granddaughter that George Davis "never once _____ about where the bounty come from."

Two writings – one page each:

1) Read the first section of chapter 30 of *Wish You Well*. Briefly and discuss the differences between the actual passage and your probable passage. Write one page.

2) Imagine that you are Lou, and describe how you would you feel if you learned that your grandmother had been giving food to George Davis's family. Write a one page diary entry as Lou.

Essay Questions & Projects – Choose 3

1. Read carefully the first section of chapter 1, ending with "Go away, storm, please go away now." Write an essay in which you answer the following question: How does Baldacci use organization, details, and

imagery to define the narrator's attitude toward the characters? Analyze the text for elements of literature in response to a particular questions, and then write about those elements in a clear, well-developed essay.

2. Read the third section of chapter 15, beginning with "The school day ended at three..." Write a well-developed essay in which you answer the following question: How does Baldacci use language, details, and point of view to enrich the reader's sense of Lou's childhood? Analyze the text for elements of literature in response to a particular questions, and then write about those elements in a clear, well-developed essay.

3. Read the first section of chapter 29, ending with "...her walls covering them all." Write a well-organized essay in which you answer the following question: What effect does the passage have on the reader, and what techniques does Baldacci use to achieve that effect? Remember to consider such aspects as organization, point of view, language, and use of detail. Analyze the text for elements of literature in response to a particular questions, and then write about those elements in a clear, well-developed essay.

4. The setting plays an important role in David Baldacci's *Wish You Well*. After all, it is the main reason that Lou and Oz find themselves in a courtroom drama at the end of the novel. Focus on the setting of the novel and write an essay on how it impacts some of the characters. Using what you have learned, make connections between the impact of setting in the text and in the real world. You will discuss the purpose of the setting in the novel and explore how it affects the way the characters act and respond. Choose three characters from the novel and write a well-organized essay in which they you the impact of the setting on each character. Cite specific instances and examples where the characters either are in conflict with the setting or grow to understand it.

5. Character Bone Structure : Show your understanding of the physical and psychological background/makeup of two of the novel's characters. Choose two characters and then find and copy down passages from the book that illustrate all of the following:

Physiology — the character's appearance and outward attitude.

gender - age - height & weight - color of eyes, hair, and skin - posture - appearance (dress) - defects - heredity

Sociology — the character's home location, type of job, family life, financial status, and how he or she spends free time. Social class - occupation - education - home life - religion - place in community - political ambitions if any - amusements, hobbies

Psychology — how a character acts because of attitude, the mental state of the character, and reasons for the character's actions due to attitude - moral standards - personal ambitions - frustrations (big and small) - temperament - attitude towards life - complexities - extrovert, introvert, or ambivert - I.Q.

6. If you have never seen the Appalachian mountains, you may have difficulty visualizing the setting of *Wish You Well*. Create a scrapbook of the flora and fauna of the area. Working chapter by chapter, compile (you may work with a partner but you must have different information), a list of at least 30 plants, birds, and animals mentioned in the book. Then, write a description and provide an illustration of each item on the list. Guides to birds, flowers, plants, and animals of Appalachia are available in most libraries. A site on Appalachia is <http://www.martin.k12.ky.us> and offers numerous photographs of the area. Or you may prefer to sketch the pictures. Seed catalogs are another source for pictures and information about the flora.

Additional Web Sites:

Wild Flowers and Plants of North Carolina - <http://NCNatural.com/wildflwr/flowrpg.html>

Appalachia by Greg Cruey - <http://www.suite101.com/welcome.cfm/appalachia>

Archives of Appalachia - <http://cass.etsu.edu/archives/index>

What is Appalachia? - <http://www.civicnet.org/webmarket/appcult2.html>

JOURNALS: ONE PAGE MINIMUM – Choose 16

1. Put yourself in the place of Lou after Diamond's death. Write a journal entry like one she might have written.
2. Explain why or how Diamond is "funny" or "endearing."
3. Imagining that you are Louisa, write a letter of complaint to the coal company in regard to their trespassing on your property.
4. Research the railroad and the coal companies of the period, and write about the benefits and/or damages that they brought to certain areas of the state.
5. Research race relations of the time period, and apply this information to analyze and write about the character Eugene.
6. Imagine you are one of the characters in *Wish You Well*. Choose one event in the story, and describe it from that character's point of view.
7. Select your favorite character from the novel, and explain why he or she is your favorite.
8. Compare and contrast your way of life with your favorite character's way of life. Consider such items as living conditions, emotions, and events.
9. Imagine you are one of the characters in the novel. As that character, write a letter to another character in the story.
10. Do a quote search to find all relevant quotes pertaining to an important setting in the novel. Write each quote, its page number(s), and an explanation of its importance. Choose from one the following settings: Louisa's home, the fields, the wishing well, the courtroom, Dickens, Diamond's home, or the graveyard.
11. Make a family tree that depicts the relationships among all the characters in the novel.
12. Explain what you believe is the cause of Amanda's illness? How do you feel that she will be able to overcome her situation? Cite events in chronological order, and discuss the progression of her physical impairment.
13. Compare and contrast the school environment experienced by Lou and Oz. How is their new school like and unlike their former school? How are they treated by their new classmates? How does Lou adapt to the changes? What advice do you feel that Lou and Oz should be given to help them access what they need academically?
14. Discuss the children's adventure as they traveled to Dickens. Why is it important for Lou to go through so much trouble to get to Dickens? What are the basic lessons learned by the children from their escapade?
15. There are obviously different levels of poverty in the towns in and around Louisa Mae Cardinal. Discuss the economic situations of at least four people in the story. How do their issues differ from the issues faced by Louisa? Is there a solution to the problem that will satisfy all of the persons concerned?
16. Tragedy strikes Lou in several different forms. Validate this statement by using specific examples from the novel.
17. Is it possible that the story told by Diamond about the wishing well is in some way connected to rumors about Jack Cardinal's parents? Do you believe that Diamond ever used the well? Explain.
18. At one point in the story, the people on the mountain show an enormous amount of support for one of their own. What has happened? Discuss the cause of the need for the support and the implications the actions may have on Lou.
19. What is the significance of the letter written by Jack Cardinal when he was fifteen? What is the relevance of the letter to Lou and Louisa? What questions are answered by reading the letter?
20. In the midst of confusion, Lou's assistance in bringing a child into the world touches the heart of two unlikely people. Who are they? How will the relationship with these people change?
21. Write an ending to the novel that will explain what happens to George Davis after the trial has ended. Be sure to include all of the characters needed to bring closure to the person he has become at the end of the novel.

22. Louisa explains to Lou that “she must learn the land” before she can write about it. At which point in the story do you believe Lou achieves this goal? Cite specific examples from the novel to support your belief.
23. *Wish You Well* is an oral history. All of us have our own stories to tell, our own oral histories. Tell a story that is personal to you in a manner similar to Baldacci’s writing style.
24. Write a letter as Lou writing a letter to Billy Davis after her fight at school. Assume the persona of the character.
25. You are a member of the jury that makes a decision about what should happen to Louisa’s land and the children. AS a member of the jury, write a written response regarding your opinion of the trial.
26. Go to the New Deal Network Library: <http://newdeal.feri.org> and click on “Photo Gallery,” then scroll down to “Photo Series” (under “Miscellaneous”), then click on “WPA photoessays,” then “Haysi, Virginia.” Examine the photos of Haysi made in the 1930s and choose one that interests you. Print the photo, study the pictures and use it as the basis for creating a short story, vignette, short dramatic scene, or poem. You may complete up to 5 of these.
27. Rewrite a scene of your choice from the book into play form. Include set decoration, director notes, and actor notes, as well as instructions to the actors concerning tone and attitude. All playwright notes should be in italics and in parentheses.
28. *Making a Quilt*: interview a family member about his or her family’s history. Take notes. Once the interviews are completed, create individual “quilts” that reflect each family member’s history by dividing a poster board into even squares and decorating each square with pictures or symbols.
29. In *Wish You Well*, David Baldacci provides vivid images of life in the Appalachian mountains. The signs read by Lou indicated that they traveled through Dickens and Tremont and over the McCloud River before reaching the home of Louisa Mae Cardinal. Draw pictures/maps of the area surrounding the Appalachian mountains. Separate your map into thirds and draw “signs” (symbols) in appropriate places to represent the differences each area possesses. (For example, an automobile dealership is found in Dickens. Thus, one could draw an auto dealer sign there.)
30. *Speaking Appalachian*: David Baldacci writes several phrases used by people who lived in the Appalachian region at the time of the story of *Wish You Well*. In order to determine the meaning of these words/phrases, careful attention has to be given to the surrounding words (context clues). Find at least ten words or phrases from the novel that are unfamiliar and use context clues to write definitions. Example: milk fever —a cow that is heavy with milk.
31. Many passages in *Wish You Well* describe the beauty of the mountains. Write poems concerning the information in a specified section of the novel.
32. Locate specific passages from the novel that “go along with” the music of the area and explain why the music and the passages seem to go together, the meaning and, the importance of the passages.