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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

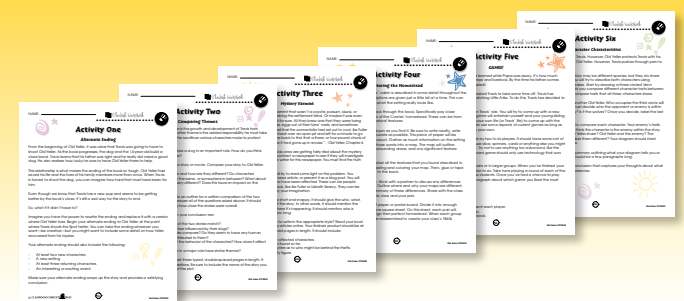
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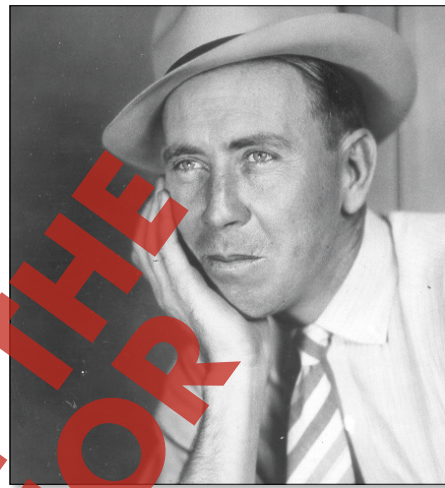
FREE!





Fred Gipson

Fredrick Benjamin Gipson was born near Mason, Texas on February 7, 1908. He grew to be one of America's great novelists from humble beginnings as the son of farmers Beck Gipson and Emma Deishler. Gipson grew up as a typical farm boy, spending his days fishing, hunting and dreaming of a life of freedom on the range as a cowboy.



Following his high-school graduation, Gipson took several odd jobs. He worked for a time as a bronco buster. He spent a spell as a goat herder. He even held a bookkeeper job. After spending several years in these positions, Gipson decided to go back to school. In 1933, when he was in his mid-twenties, Gipson enrolled at the University of Texas at Austin. He had decided to pursue a degree in journalism. While attending the school, he wrote for *The Ranger* and the *Daily Texan*. He began to build his writing skills, and even had one of his first short stories published in the *Southwest Review*. While honing his craft in university, the budding author decided to leave school early. He had secured a full-time job at a newspaper and jumped at the opportunity to gain some first-hand experience. He worked for several newspapers in the following years, and married Tommie Eloise Wynne in 1940. The couple later had two sons—Mike and Beck.

grown up began to reveal themselves in a series of short stories—all of which had a strong western theme. They proved to be the groundwork upon which many of his later novels were built. By 1946, he'd reached a pivotal moment. His first full-length book, *The Fabulous Empire: Colonel Zack Miller's Story*, was published. He followed this up in 1947 with *Hound-Dog Man*. The book sold more than 250,000 copies in its first year of publication. In 1956, Gipson would publish his most famous work, *Old Yeller*. This would secure his place amongst America's most famous authors of the time. Gipson died in August 1973 at the age of 65.

In the 1940s, Gipson's creative nature and memories of home on the Texas farm where he'd

- **Old Yeller** was published in 1956. The very next year it was made into a Disney movie of the same name.
- Author Fred Gipson won a Newbery Medal for *Old Yeller* in 1957.
- An unpublished continuation of the Coates family's story was found after Gipson's death. It was published in 1978 as *Little Arliss*.

Did You Know?



Chapters Two and Three

Answer the questions in complete sentences.

1. Do you believe Travis will be able to keep up with all of his new responsibilities? Why or why not?

2. At one point, Travis thinks his mother might argue that he was "getting too big for his britches." Do you think this could be an issue later in the book?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. frazzled
2. swelled
3. starved
4. ashamed
5. romping
6. rascal
7. whetted
8. thicket
9. gnarled
10. aggravation

- A. Frayed.
- B. Embarrassed or guilty because of one's actions.
- C. Play roughly and energetically.
- D. Excited one's appetite.
- E. Become larger or rounder in size.
- F. Knobby, twisted and rough.
- G. Something that annoys someone.
- H. A dense group of bushes or trees.
- I. Suffered a lot from hunger.
- J. A mischievous person; a scamp.



Chapters Four and Five

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) In Spanish, a "droop horn" is called a "Bongo".
- T F b) Travis bets on the roan bull to win the fight.
- T F c) Travis didn't have a lot of practice with the whip.
- T F d) Arliss would always tell Mama the truth about how the animals were caught.
- T F e) Travis thinks Old Yeller is going to make Arliss the biggest liar in Texas.

2. Complete each sentence with a word from the list.

whimpering nub scooting prowl whopper

- a) The fish went _____ away toward deeper water.
- b) She said that if he ever told a bigger _____ than the ones I used to tell, she had yet to hear it.
- c) An hour before sundown, I was worn down to a _____.
- d) Mixed with it was a _____ crying sound that I knew didn't come from him.
- e) How the bear cub ever came to _____ close enough for Little Arliss to grab him, I don't know.



Chapters Eight and Nine

Answer each question with a complete sentence.

1. Describe Travis' reaction to the thought of losing Old Yeller.

2. Why does Mama tell the man to take the dog after he offers to let them keep him until Papa gets home?

3. What does Burn Sanderson trade the family for Old Yeller?

4. What does Burn Sanderson warn Travis about?

5. How does Travis feel about working with range hogs?

6. What does Old Yeller have a hard time understanding?

Journaling Prompt

What does it say about Burn Sanderson's character that he would give the Coates family Old Yeller even though he needs the dog? How would the Coates family's lives have changed if he had taken Old Yeller with him? Why do you think he decided to give them the dog? Explain your answers in a few paragraphs.



Chapters 1 to 5

Mutt Morals

Old Yeller has proven himself to Travis and the Coates family. He is both a bit of a rascal and a fierce and protective friend. In a few paragraphs, write about some of these sorts of "personality" traits that Old Yeller has shown throughout his short stay with the family so far.

Put yourself in the position of the family. How would you react to Old Yeller's different actions?

How would you feel if your pet risked its life to save or protect you? Would you forget about some of the bad or annoying things the animal did after that? Would you feel closer to the animal?

Think back to things that Old Yeller did in the book. Was there a point where you felt sad, excited or angry? Answer all of these questions in detail in a few paragraphs.



Chapters 6 to 7

Settlement Life Comparison

Throughout the story, the author describes the wild and dangerous environment in great detail. The author describes what it would have been like to live in a small settlement during this time. Give a brief outline of the life of a settler in 1860s Texas. Compare their lives with how we live today. What's different? Is anything the same?

Now, do some research on small settlements and settlers in this time period. Compare the descriptions given in the book to the descriptions you found during your research.

How closely do they match? How close was the author's description to the reality of life at that time and place? Were the methods and tools used to raise cattle and keep crops accurately portrayed?

Sum up your findings in a few paragraphs and include a conclusion that states how close the author came to portraying the reality of life at the time.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

clattered	gentle	plunder	stub
coaxed	hackles	rout	tote
cruel	lonesome	scotching	trembling
foolproof	nuzzle	shiftless	wallowing
frazzled	panic	stout	wounds

n	u	z	z	l	e	z	h	s	t	o	u	t	z	i	d	f
p	f	a	j	e	z	m	a	c	r	a	g	o	n	p	r	y
l	x	t	h	l	f	l	c	o	w	n	r	c	f	a	w	p
u	s	y	c	t	e	y	k	a	d	l	w	l	z	n	u	r
n	w	o	u	n	d	s	l	f	c	m	q	z	g	i	e	u
d	h	a	k	e	b	i	e	i	t	n	l	a	b	c	t	p
e	o	l	l	g	t	v	s	n	j	e	a	c	i	u	o	h
r	c	q	j	l	y	r	g	d	b	p	q	y	e	t	k	
l	o	n	e	s	o	m	e	s	s	e	l	t	f	i	h	s
f	a	e	i	b	p	w	g	m	k	s	f	e	l	s	l	u
d	x	c	g	r	b	s	i	e	b	o	g	n	u	h	o	r
q	e	p	w	z	e	t	w	n	s	l	j	b	k	r	t	o
t	d	j	p	v	n	u	u	r	g	x	i	m	t	n	c	e
f	o	o	l	p	r	o	o	f	f	d	v	n	d	c	t	x
c	l	a	t	t	e	r	e	d	u	s	n	x	g	v	x	e



Comprehension Quiz

Answer each question in a complete sentence.

- Name three main characters from the book.

- Who was the original owner of Old Yeller?

- What is revealed about the end of the story very early on in the book?

- Why does Travis have to take on so much responsibility around his home?

- What does Travis' father promise he'll get if he "acts a man's part"?

- How is Travis introduced to Old Yeller?

- What major event made Travis change his mind about Old Yeller? How does Travis describe this change of heart?

33

3

1

2

2

1

2

4

SUBTOTAL: /15

Rising Action

Throughout a story there are moments of rising and falling action. *Old Yeller* is no different. One example is just after Papa leaves. Travis goes through a time where everything seems to be going fine. All of a sudden, he has a pair of raging bulls to contend with. Use this chart to help visualize some of these moments of rising and falling action.

Rising Action

Falling Action

Rising Action

Falling Action

NAME: _____

After You Read 



Chapter Ten

Answer each question with a complete sentence.

- How was Travis able to keep track of how many pigs he was supposed to have?

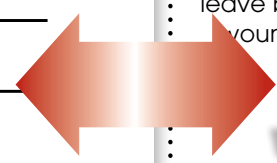
- Where does Travis decide to work from when he can't draw the hogs away from the shallow cave?

- How was Travis spared from the full attack of the pigs?

- How did Travis feel when he found Old Yeller hurt?

- What does Travis do to try to save Old Yeller?

- What made Travis choke up again when he left Old Yeller?



EASY MARKING



Journaling Prompt

As Travis prepares to leave Old Yeller to go get help, he describes the dog's begging look and mournful howl. How must Travis be feeling at this moment? How did this make you feel? How has the author been able to make you feel this way? Give a few examples how and explain your answers in a few paragraphs.

31

1.
He kept pieces of their ears.

2.
He decides to work from the bank above them.

3.
Old Yeller put himself between the pigs and Travis, taking the full brunt of the hogs' attack.

4.
A big lump came into his throat and he began to cry. Part of him wanted to leave because the dog's wounds filled him with terror.

5.
He cuts off strips of his clothing to tie over Old Yeller's wounds and try to stop the bleeding.

6.
The dog had a begging look in his eyes and Old Yeller wasn't the kind to beg.

31

1.
Answers will vary.

2.
Answers will vary.

Vocabulary
Sentences will vary.

32

- 1.**
- a) rough
 - b) cowhide
 - c) wallowing
 - d) groaning
 - e) whimpering
 - f) grunts

- g) butter
- h) churn
- i) fever

- j) hammering
- k) poultice

- 2.**
- a) C
 - b) A

- c) D
- d) B

33

1.
She asks him to go catch a green-striped lizard for her, implying she needs one.

2.
They put him on a cowhide, which was pulled by Jumper back to the cabin.

3.
She packed fresh cold water from the spring to try to bring down Travis' fever, traveled to Salt Licks to get prickly pear roots for a poultice, and was getting up at all hours of the night to doctor their wounds, bathe them, and feed them.

4.
The bad drought Bud Searcy had predicted arrived.

5.
A puppy.

6.
Answers will vary, but may include: Travis felt angry at first because he is worried about Old Yeller and doesn't want to think about having to replace him with a new dog. Travis doesn't mean to be rude to Lisbeth, and afterward felt mean and wished he could have thought of the right thing to say about the pup. He didn't want Lisbeth to leave with her feelings hurt.

34



Old Yeller – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** 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.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



Chapters Two and Three



Answer the questions in complete sentences.

1. Do you believe Travis will be able to keep up with all of his new responsibilities? Why or why not?

2. At one point, Travis thinks his mother might argue that he was "getting too big for his britches." Do you think this could be an issue later in the book?

Vocabulary

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Chapters 1 to 5



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Chapters 6 to 7



Settlement Life Comparison

Throughout the story, the author describes the wild and dangerous environment in great detail. The author describes what it would have been like to live in a small settlement during this time. Give a brief outline of the life of a settler in 1860s Texas. Compare their lives with how we live today. What’s different? Is anything the same?

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Rising Action



Throughout a story there are moments of rising and falling action. *Old Yeller* is no different. One example is just after Papa leaves. Travis goes through a time where everything seems to be going fine. All of a sudden, he has a pair of raging bulls to contend with. Use this chart to help visualize some of these moments of rising and falling action.

Rising Action

Falling Action

Rising Action

Falling Action

